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University of Wisconsin-La Crosse Catalogs

Welcome to UW-La Crosse's undergraduate and graduate catalog site. These catalogs contain important information about undergraduate and graduate programs, courses, policies, faculty/staff, and facilities.

UWL catalogs do not establish a contractual relationship. Instead, they summarize the total requirements a student must meet before qualifying for a degree and exist, not only to help prospective students and others learn about UWL, but also to provide a statement of policies, requirements, regulations, and procedures in a form helpful to all.

These catalogs are published yearly and are a snapshot of UWL at the time of publication in June. Changes that occur after publication will be included in the next catalog.

Start learning more about UWL by selecting one of the categories on the left.
Undergraduate Catalog

This catalog is a record of undergraduate programs, courses, policies, staff, and facilities as of June 1, 2016. Changes that occur after the June publication date will be included in the next catalog.

Welcome

Welcome to the University of Wisconsin-La Crosse. We're delighted that you have selected our campus for your education and look forward to working with you as you pursue your goals.

This catalog is your guide to planning for your degree. You'll find it helpful now through commencement; virtually every question you might have about UWL is answered in this book. I encourage you to read and continually refer to this essential publication. In addition, you should talk frequently with your college and departmental advisors to ensure that you are taking the right steps toward your educational goals.

Best wishes for success in your academic pursuits!
Joe Gow
Chancellor

Student responsibilities and this catalog

All departments, schools and colleges within the university establish certain requirements that must be met before a degree program is completed. These requirements concern such things as curricula and courses, majors and minors, and residence at the university. Advisors, department chairpersons, academic staff members and deans are available to help you understand and meet these requirements, but you are responsible for fulfilling them. At the end of your selected course of study, the faculty decides whether you will receive a degree. If requirements of graduation have not been satisfied, the degree will not be granted. For this reason, it is important for you to become acquainted with university requirements and regulations, to continue to keep information about them throughout your college career, and to be responsible for the completion of all requirements.

Also, it is necessary, in the general administration of the university, to establish broad policies and to provide certain regulations and procedures by which they may be carried out. It is important that you understand the policies and know the regulations and procedures that you are expected to follow. This catalog will serve as your curriculum guide throughout your education at UWL, provided you maintain uninterrupted attendance and complete your degree within six calendar years. In compiling our catalog, we have used the most current and accurate information available to us at this time. However, we reserve the right to add, revise, or delete any of the information at any time and without giving prior notice. Often when changes are made, you may follow either your original catalog or the catalog containing the changed curriculum requirements, whichever you prefer; however, you must choose one catalog or the other, not a mixture of the two. At times, changes are applicable to all students, regardless of what catalog you are following. This decision, which is in the best interest of your education, may be based on accreditation or certification requirements, campus or UW System policies, or program quality. Curriculum changes are reflected in your advisement report, which makes it the most up-to-date source of information. Changes, such as prerequisites and credits, which affect individual courses, are applicable to all students.

This catalog does not establish a contractual relationship. It summarizes the total requirements you must meet before qualifying for a degree, and is presented, therefore, not only to enable prospective students and others to learn about UWL, but also to provide a statement of policies, requirements, regulations, and procedures in a form helpful to you during your college career.
About UW-La Crosse

- UW-La Crosse: a profile (p. 10)
- Freedom of thought and expression (p. 10)
- Civil rights (p. 10)
- Accommodation of religious beliefs (p. 10)
- Accessibility for individuals with disabilities (p. 11)

UW-La Crosse: a profile

The University of Wisconsin-La Crosse continues to position itself among the country’s elite public universities. The university is the state’s top-ranked public or private higher education institution by the US News & World Report for master’s degree institutions and has been ranked among the top four Midwestern public institutions for more than a decade. UWL is also listed annually among Kiplinger’s Top 100 Best Values, and has been on its national list of the “25 Best College Values Under $30,000 a Year.” UWL is one of only 23 colleges nationwide recognized by U.S. News & World Report’s Best Colleges Rankings (2016) for stellar undergraduate research and creative projects.

The student body of around 10,500 from 44 states and 27 countries is impressive. The retention rate is an outstanding 85 percent. The six-year graduation rate for students beginning in fall 2009 was 69 percent, well above the national average. Around 20 percent of students study abroad.

UWL offers 94 undergraduate programs in 30 disciplines and 26 graduate programs and emphases. Students learn directly from professors, not assistants. An 18:1 student-faculty ratio means small classes. Students learn directly from professors - including the Wisconsin Professor of the Year, an honor UWL faculty have earned four times in the last five years.

The university is organized into three academic colleges and two schools: the College of Business Administration, College of Science and Health, College of Liberal Studies, the School of Arts and Communication (housed within the College of Liberal Studies), and the School of Education, Professional and Continuing Education. Teacher education is a campus wide commitment. Descriptions of the departments and programs within the colleges as well as general information, college curriculum requirements, and any requirements that apply to specific colleges can be found in the undergraduate (http://catalog.uwlax.edu/undergraduate) and graduate (http://catalog.uwlax.edu/graduate) catalogs or through UWL’s Academics (http://www.uwlax.edu/academics) page. Descriptions of pre-professional programs are included in the College of Science and Health.

Wisconsin teacher licensure information is included in the School of Education, Professional and Continuing Education section.

The university’s intercollegiate athletic teams, the Eagles, compete in 19 sports, predominately in the NCAA Division III, and as of Dec. 31, 2015, have earned 67 national titles, 33 since 2001. The university is proud of the Veterans Memorial Field Sports Complex, a $16.6 million athletic complex completed in 2009 and funded entirely by private donations.

The site is home to the annual WIAA State High School Track and Field Championships and has hosted the NCAA Division III National Track and Field Championships numerous times.

The campus lies in a residential section of the city of La Crosse (population 52,000, metro 133,665). La Crosse is a major point of interest on the Great River Road that winds north and south through 10 states along the Mississippi River. The city is nestled on the east bank of the river below towering 500-foot bluffs separated by steep-walled ravines known as coulees. See more about the city and area at La Crosse County Convention & Visitors Bureau (http://www.explorelacrosse.com).

UWL offers much to western Wisconsin by hosting cultural events, regional and national conferences, and prominent speakers. UWL works cooperatively with other area education and medical institutions to foster cutting-edge health care in the region, as well as a state-of-the-art health research and education facility.

The university’s history dates back to 1909 when the La Crosse Normal School opened its doors as a teacher training school. It became a state teachers college in 1927, a state college in 1951, and a state university in 1964. The university became part of the University of Wisconsin System in 1971. Discover more at the University of Wisconsin-La Crosse (http://www.uwlax.edu/Home/Future-Students).

Freedom of thought and expression

The faculty and administration of the University of Wisconsin-La Crosse believe that it is the task of the university to make people safe for ideas, not to make ideas safe for people. Beyond formal lectures and laboratory experiences, the University provides opportunities for the presentation of diverse views to stimulate thought and discussion in the University community. It is the responsibility of the University to strive, over a period of time, to attain a diversified presentation of ideas by people who are engaged in research and social dialogue.

Thus, the University seeks to increase student exposure to the ever-expanding world of ideas. In a democratic society we can do no less. The appearance of any particular speaker on campus implies neither approval nor disapproval by the administration or the faculty of what that speaker says.

Civil rights

The University of Wisconsin-La Crosse is totally committed to providing equal education and employment opportunity regardless of race, sex, color, creed, religion, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital, parental status, gender identity, gender expression, or veteran status. Pursuant to Title IX of the Educational Amendments of 1972, discrimination on the basis of sex is prohibited in any educational program or activity receiving federal financial assistance by way of grant, contract or loan. Pursuant to Title VI of the Civil Rights Act of 1964, discrimination on the basis of race, color or national origin is prohibited. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination on the basis of physical or mental disability. Equal educational opportunity includes: admission, recruitment, extracurricular programs and activities, housing facilities, access to course offerings, counseling and testing, financial assistance, employment, health and insurance services, and athletics. Sexual harassment is a form of sex discrimination that is unlawful and contrary to the fundamental standards of a university community. All grievances, questions or requests for information should be referred to the Office of Affirmative Action (http://www.uwlax.edu/affirmative-action), 131 Graff Main Hall.

Accommodation of religious beliefs

It is the policy of the Board of Regents that students’ sincerely held religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements. Pursuant to UWS 22 (https://docs.legis.wisconsin.gov/code/admin_code/uws/22), the claim of a religious conflict should be accepted at face value, and any student with a conflict between an academic requirement and any religious observance must be given an alternative means of meeting the academic requirement. The student must notify the instructor within
the first three weeks of class (within the first week of summer session and short courses) of the specific days/dates for which the student will request relief. Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement. Complaints may be filed with the Director of Affirmative Action (http://www.uwlax.edu/affirmative-action).

Accessibility for individuals with disabilities

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability. Ongoing efforts are being made to ensure that facilities and programs are accessible to all students with disabilities. All students must identify and present documentation (no older than three years) of their disabilities to the Disability Resources Services office in order to receive ongoing accommodations.

Direct student services to those with physical, sensory or learning disabilities/ADHD include, but are not limited to: classroom note takers, tutors, class preregistration, taped textbooks, academic advising, individual/group counseling and equipment loan. Specific requests for assistance or information should be directed to the coordinator of the ACCESS Center (http://www.uwlax.edu/access-center), 165 Murphy Library.

Missions

UW-La Crosse's institutional priorities are guided by the UWL Select Mission, Vision, and Values statements, adopted by the UWL Joint Planning & Budget Committee in March 2015. As part of the University of Wisconsin System, UWL is also guided by the UW System Mission Statement and the Core Mission of the University Cluster Institutions, which applies to all the comprehensive universities in the UW System. At the core of all the mission statements is "The Wisconsin Idea," the principle that the knowledge of the university should be extended to the entire state.

The University of Wisconsin - La Crosse: Mission, Vision, and Values

Adopted by the UWL Joint Planning & Budget Committee, March 2015

Mission

The University of Wisconsin-La Crosse provides a challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success. Grounded in the liberal arts, UWL fosters curiosity and life-long learning through collaboration, innovation, and the discovery and dissemination of new knowledge. Acknowledging and respecting the contributions of all, UWL is a regional academic and cultural center that prepares students to take their place in a constantly changing world community. The university offers undergraduate programs and degrees in the arts and humanities, health and sciences, education, and business administration. The university offers graduate programs related to areas of emphasis and strength within the institution, including business administration, education, health, the sciences, and the social sciences.

Vision

The University of Wisconsin-La Crosse aims to foster within each student the curiosity, creativity, and tenacity necessary to solve the regional, national, and international challenges of the 21st century. The university’s official motto mens corpusque (“mind and body”) will continue to guide our direction as a student-centered university committed to a quality education for the whole person. As such, it will continue to provide opportunities both inside and outside the classroom for the development of sound mental, emotional, and ethical skills, as well as general well-being. Our students, faculty, and staff will experience the world through constantly evolving technologies and cultures. Thus, the skills of effective communication, critical thought, leadership, and an appreciation for diversity must be the hallmarks of a UWL education.

Values

Fassett Cotton, our institution’s first leader, serving from 1909-1924, conceived the original University of Wisconsin-La Crosse educational philosophy of the total development of the individual. Later, history professor and Dean of the College of Arts, Letters, and Sciences, William M. Laux (1922-1967), suggested the symbols of our official university seal along with the accompanying Latin phrase, mens corpusque (“mind and body”), to exemplify our collective commitment to a high quality education for the whole person. The University of Wisconsin-La Crosse values:

- The mens corpusque educational philosophy that recognizes each student as a whole person and aspires to enhance both mind and body through the noble search for knowledge, truth, and meaning central to a wide range of high quality learning experiences and scholarly pursuits.

- Diversity, equity, and the inclusion and engagement of all people in a safe campus climate that embraces and respects the innumerable different perspectives found within an increasingly integrated and culturally diverse global community.

- A high quality of life and work balance, incorporating best practices for shared governance and the acquisition and efficient management of resources, equitable compensation, general wellness, and social, environmental, and economic sustainability.

- Civic engagement and a renewed commitment to the Wisconsin Idea, in which our socially responsible campus serves as a resource for our increasingly intertwined local, state, and global communities, collaborating and sharing resources and expertise to improve the human condition.

The University of Wisconsin System Mission

The mission of the System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth.

Core Mission of the University Cluster Institutions

1. Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.

2. Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and through university-sponsored cultural, recreational, and extracurricular programs.
3. Offer a core of liberal studies that supports university degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.

4. Offer a program of pre-professional curricular offerings consistent with the university’s mission.

5. Expect scholarly activity, including research, scholarship, and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its approved mission statement.

6. Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.

7. Participate in inter-institutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.

8. Serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.

9. Support activities designed to promote the economic development of the state.

Accreditation

The University of Wisconsin-La Crosse is accredited by:

- AACSB International - The Association to Advance Collegiate Schools of Business
- Accreditation Council for Occupational Therapy Education
- Accreditation Review Committee on Education of the Physician Assistant
- American Chemical Society
- Commission on Accreditation of Athletic Training Education
- Commission on Accreditation for Physical Therapy Education
- Council on Accreditation of Parks, Recreation, Tourism and Related Professions
- Council on Education for Public Health
- Joint Review Committee on Educational Programs in Radiation Technology
- Joint Review Committee on Educational Programs in Nuclear Medicine Technology
- National Association of Schools of Music
- National Association for School Psychologists
- Higher Learning Commission (https://www.hlcommission.org) and member of the North Central Association (312.263.0456)

State Authorization Resources

The University of Wisconsin-La Crosse maintains an up-to-date document where students can check the status of our authorizations in other states (https://docs.google.com/document/d/1PTkq4NoIFJTJB2WEoL0kSwwJnWMOrD2cJ04NuFoh1ww/edit?usp=sharing). UWL anticipates joining the Midwestern State Authorization Reciprocity Agreement (http://www.mhec.org/sara) in 2016-17, which will make it easier to provide online education to students residing in other states and clinical experiences for all UWL students.

UWL provides the following list of agencies where students can file a complaint (http://wcet.wiche.edu/advance/state-approval-complaint) against the university, as required in the Program Integrity Rules.

For the student’s convenience, the list of states in which UWL is officially exempted from authorization or in which it is authorized to offer educational programming is duplicated below.

<table>
<thead>
<tr>
<th>State</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>AK</td>
<td>Exempt</td>
<td></td>
</tr>
<tr>
<td>AL</td>
<td>Not authorized</td>
<td></td>
</tr>
<tr>
<td>AR</td>
<td>Not authorized</td>
<td>UWL will not be seeking authorization in this state because it is cost prohibitive - cannot offer courses</td>
</tr>
<tr>
<td>AZ</td>
<td>Exempt</td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td>Exempt</td>
<td></td>
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<tr>
<td>CO</td>
<td>Exempt</td>
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<tr>
<td>CT</td>
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<tr>
<td>DC</td>
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<tr>
<td>DE</td>
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<tr>
<td>FL</td>
<td>Exempt</td>
<td></td>
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<tr>
<td>GA</td>
<td>Exempt</td>
<td></td>
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<tr>
<td>HI</td>
<td>Exempt</td>
<td></td>
</tr>
<tr>
<td>IA</td>
<td>Authorized</td>
<td>Approved for online programs that do not have a structured field experience for course credit</td>
</tr>
<tr>
<td>ID</td>
<td>Exempt</td>
<td></td>
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<tr>
<td>IL</td>
<td>Exempt</td>
<td></td>
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<tr>
<td>IN</td>
<td>Exempt</td>
<td></td>
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<tr>
<td>KS</td>
<td>Exempt</td>
<td></td>
</tr>
<tr>
<td>KY</td>
<td>Authorized</td>
<td>Online programs only; Health Professions is authorized for clinical placements</td>
</tr>
<tr>
<td>LA</td>
<td>Exempt</td>
<td></td>
</tr>
<tr>
<td>MA</td>
<td>Exempt</td>
<td>Can offer online courses only</td>
</tr>
<tr>
<td>MD</td>
<td>Not authorized</td>
<td>UWL will not be seeking authorization in this state because it is cost prohibitive - cannot offer courses</td>
</tr>
<tr>
<td>ME</td>
<td>Exempt</td>
<td></td>
</tr>
</tbody>
</table>

File a Complaint

To file a complaint against the University of Wisconsin-La Crosse directly, students may learn about the UW System Complaint Process (http://www.uwlax.edu/finaid/UW-System-Complaint-Process) for resolving complaints and complete the form (https://www.wisconsin.edu/student-complaints/complaint-form) at the UW System website.
### Administration and Board of Regents

**University of Wisconsin-La Crosse administration**

As of July 1, 2016:

**Office of the Chancellor**
- Chancellor - Joe Gow
- Director of Affirmative Action – Nizam Arain

**Division of Academic Affairs**
- Provost & Vice Chancellor, Academic Affairs – Betsy Morgan, Interim
- Associate Vice Chancellor, Academic Affairs – Sandy Grunwald, Interim
- Director of Murphy Library - Catherine Lavallée-Welch

**College of Business Administration**
- Dean – Laura Milner
- Associate Dean – Kenneth Rhee

**College of Liberal Studies/School of Arts and Communication**
- Dean – Julia Johnson
- Associate Dean – Charles Martin-Stanley
- Assistant Dean – Marie Moeller, Interim

**College of Science and Health**
- Dean – Mark Sandheinrich, Interim
- Associate Dean – Gubbi Sudhakaran, Interim
- Associate Dean – Roger Haro, Interim

**School of Education, Professional and Continuing Education**
- Dean – Marcie Wycoff-Horn

**Division of Student Affairs**
- Vice Chancellor, Student Affairs – Paula Knudson
- Associate Dean for Campus Climate & Diversity – Barbara Stewart

**Division of Administration and Finance**
- Vice Chancellor, Administration and Finance – Bob Hetzel
- Assistant Vice Chancellor, CIO – Mohamed Elhindi
- Assistant Vice Chancellor, Financial Services - Mark Reeves
- Exec. Director of Facilities Planning and Management - Doug Pearson
- Director of Human Resources - Madeline Holzem
- Director of Police Services - Scott McCullough
- Office of Internal Audit - Carol Christnovich

**Division of University Advancement**
- Vice Chancellor, University Advancement/UWL Foundation President - Greg Reichert

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1 **MINN. STAT. 136A.67:** A school which is duly registered with the office, or any of its officials or employees may represent in advertisements and shall disclose in catalogues, applications, and enrollment materials that the school registered with the office by prominently displaying the following statement: "The University of Wisconsin – La Crosse is registered as a public institution with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions."

2 **TEXAS DISCLAIMER:** The University of Wisconsin-La Crosse is not regulated in Texas under Chapter 132 of the Texas Education Code, as it is located in the State of Wisconsin and authorized by Chapter 36 of the Wisconsin Statutes (http://docs.legis.wisconsin.gov/statutes/statutes/36) as well as accredited by the Higher Learning Commission (http://www.ncahlc.org/component/com_directory/Itemid/form_submitted,TRUE/institution,La%20crosse/showquery, state,ANY/submit,Search).
University of Wisconsin System Board of Regents

The University of Wisconsin-La Crosse is governed by the Board of Regents of the University of Wisconsin System. The Board of Regents as of July 2016:

- Regina Millner, Madison, President
- John R. Behling, Eau Claire, Vice President
- Mark J. Bradley, Wausau
- José Delgado, Brookfield
- Lisa Erickson, Osceola
- Tony Evers, Madison
- Margaret Farrow, Pewaukee
- Michael M. Grebe, Waukesha
- Eve Hall, New Berlin
- Tim Higgins, Appleton
- Tracey L. Klein, Brookfield
- James A. Langnes Ill, Lake Geneva
- Edmund Manydeeds, Eau Claire
- Janice Mueller, Madison
- Drew Petersen, Madison
- Bryan G. Steil, Janesville
- S. Mark Tyler, Woodville
- Gerald Whitburn, Wausau

University of Wisconsin System administration

- Ray Cross, President
- Jim Henderson, Vice President, Academic and Student Affairs
- David Miller, Vice President, Administration and Fiscal Affairs

University Academic Calendar

The academic calendar is based on semesters. Semester I (September through mid-December) and Semester II (January through mid-May) each contains 14 weeks of instruction plus one week of final exams. The standard class period is 55 minutes. Numerous workshops and special courses are offered throughout the year and may meet in an abbreviated time frame. Grades can be posted after a course has ended; however, official grade point averages are updated at the end of the term only.

There are two additional terms, winter intersession and summer. Winter intersession provides an intensive three-week term in January. The summer term consists of three four-week sessions, beginning in late May and ending in mid-August. The university provides many courses ranging from general education offerings to specialized courses for majors. There also are undergraduate and graduate level certification and update courses for school professionals and others. Undergraduate degree seeking students are encouraged to use the summer session to work out irregularities in their programs, to add courses beyond minimum requirements and to make up deficiencies. Complete graduate programs are available for those who wish to attend in summers only. A select number of programs require year-round attendance.

Academic calendar for current year (http://www.uwlax.edu/Records/Dates-and-deadlines)
Majors, Minors, and Other Programs

Browse the alphabetical list of majors, minors, and other programs in the grid below or select a particular college or school to find the undergraduate programs that relate to a particular college/school.

UWL Colleges and Schools

- College of Business Administration (CBA) (p. 69)
- College of Liberal Studies (CLS) (p. 95)
  - School of Arts and Communication (SAC) (p. 248)
- College of Science and Health (CSAH) (p. 350)
- School of Education, Professional and Continuing Education (SOE) (p. 528)

Alphabetical list of majors, minors, and other programs

UWL offers several different graduate degrees and certificates covering a wide range of disciplines. Graduate programs are included in the below list, and more details can be found in the graduate catalog.

Dual degree programs and undergraduate pre-professional tracks are listed separately at the end.

<table>
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<td># Jazz Performance Emphasis</td>
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<td>Music Theatre</td>
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<tr>
<td># Performance Emphasis</td>
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<td># Piano Pedagogy</td>
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<td>Nuclear Medicine Technology</td>
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<td># Business Concentration</td>
<td>SAH</td>
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<td># Computational Physics Emphasis</td>
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<td>Public Health and Community Health Education</td>
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<td>Reading</td>
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<td># Reading Teacher (1316)</td>
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<td># Reading Teacher (1316) and Reading Specialist (5017)</td>
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<td>SAH</td>
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<td># Tourism Emphasis</td>
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<td>Software Engineering</td>
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<tr>
<td># Business Concentration</td>
<td>CLS</td>
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</table>
### Majors, Minors, and Other Programs

| Sports Broadcasting | SAC | √ |
| Statistics | SAH | √ | √ |
| # Actuarial Science Concentration | SAH | √ |
| Student Affairs Administration and Leadership | CLS | √ |
| Student Affairs Administration in Higher Education | CLS | √ |
| Sustainable Business | CBA | √ |
| Teacher Education Programs, undergraduate: | SOE |
| # Early Childhood-Middle Childhood Education (EC-MC) SOE | √ | √ |
| # Middle Childhood-Early Adolescence Education (MC-EA) SOE | √ | √ |
| # Early Childhood-Adolescence Education (EC-A) SOE | √ | √ |
| # Special Education SOE | √ | √ | 11 |
| # General Science 12 SOE | √ | √ |
| # Social Studies 12 SOE | √ | √ |
| Teacher Education Programs, graduate: | SOE |
| # Educational Leadership Certificate SOE | √ | |
| # English Language Arts Elementary Certificate SOE | √ | |
| # Professional Learning Community Certificate SOE | √ | |
| # Professional Development-Learning Community Certificate SOE | √ | |
| Teaching English to Speakers of Other Languages | CLS | √ | √ |
| Therapeutic Recreation | SAH | √ | |
| Theatre Arts: | SAC |
| # Arts Administration Emphasis SAC | √ | √ | √ |
| # Design/Technical Emphasis SAC | √ | √ | √ |
| # General Emphasis SAC | √ | √ | √ |
| # Music Theatre Emphasis SAC | √ | √ | √ |
| # Performance Emphasis SAC | √ | √ | √ |
| # Stage Management Emphasis SAC | √ | √ | √ |
| Women’s, Gender, and Sexuality Studies | CLS | √ | √ | √ |

1. Emphasis only with M.S. ESS Phy Ed Teaching program.
2. Open for non-CBA majors only.
3. Concentration only. Open to all majors.
4. Online program only.
5. Education certification only in the minor.
6. Graduate options include emphases in Adapted Physical Education and Adventure/Outdoor Pursuits.
7. Certificate in French also available.
8. Emphasis only. Open to all majors.
9. Add-on certification also available without MSED in Reading.
10. Certificate only.
11. Degree-seeking minor and add-on certification tracks.
12. Second major available to Early Adolescence-Adolescence (EA-A) teacher certification programs only. A Broad Field major for General Science. Broad Field major with options A or B for Social Studies. General Science or Social Science minor available to Middle Childhood-Early Adolescence (MC-EA) majors only.

#### Dual Degree Programs:

**Programs**
- Biology & Physical Therapy: BS/DPT
- Chemistry & Engineering: BS/BS
- Computer Science & Engineering: BS/BS
- Computer Science & Software Engineering: BS/MSE
- Mathematics & Engineering: BS/BS
- Physics & Engineering: BS/BS
- Physics & Physical Therapy: BS/DPT

*(College of Science and Health)*
**Pre-Professional Fields:**

(College of Science and Health)

- Pre-Chiropractic
- Pre-Dentistry
- Pre-Engineering
- Pre-Forestry
- Pre-Medicine
- Pre-Occupational Therapy
- Pre-Optometry
- Pre-Osteopathic Medicine
- Pre-Pharmacy
- Pre-Physical Therapy
- Pre-Physician Assistant Studies
- Pre-Podiatry
- Pre-Veterinary
Admissions - Undergraduate

Admissions office

Building address: Cleary Alumni & Friends Center, 615 East Ave N, La Crosse, WI 54601
Mailing address: Admissions Office, 1725 State Street, La Crosse, WI 54601
608.785.8939
admissions@uwlax.edu
www.uwlax.edu/admissions

No person will be denied admission to the university or to any of its programs or activities (either academic or non-academic, curricular or extracurricular) because of gender, race, color, creed, religion, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital or parental status, or relationship to employees of this university.

Visiting the campus

The Admissions Office (http://www.uwlax.edu/Admissions) provides several visit opportunities including campus tours, Group Information Sessions, Campus Close-Ups, and individual appointments for prospective first year, transfer, and graduate students.

Tours of the campus are conducted Monday through Friday at 11 a.m. and 2:15 p.m. when school is in session. Summer term tours are at 11 a.m. only. All scheduled tours originate from the Admissions Office in the Cleary Center.

Group Information Sessions are one-hour presentations by an admissions counselor designed to provide an overview of UW-L and the first year admissions process. These sessions are followed by a one-hour walking tour of campus, led by a member of the Vanguard organization. Group Information Sessions are available on selected dates during the fall and spring semesters and daily in July and August.

Campus Close-Ups are held six times during the academic year. Campus Close-Ups provide prospective first years and families the opportunity to learn more about UW-La Crosse, including our academic programs, financial aid, and the admissions process. Members of the Vanguard organization lead a panel discussion about campus life, and the day concludes with a one-hour walking tour of campus led by a current student. The only cost for attending Campus Close-Up is lunch. The program begins at 9:30 a.m. and concludes at 3:15 p.m.

Individual appointments with admissions counselors are available from September through June and are designed for prospective first year students who are unable to attend a Group Information Session or a Campus Close-Up.

Individual appointments with a transfer admissions counselor are recommended for transfer students who have not yet applied for admission. The appointment will include information about the application process and admission guidelines. Please note: Admitted transfer students who have questions regarding registration and academic advising are encouraged to contact the dean’s office of the college to which they are assigned.

For more visit information, please explore the Visit Us (http://www.uwlax.edu/Admissions/Visit-us) section of the Admissions website. If you have questions, please email admissions@uwlax.edu or call the Admissions Office at 608.785.8939.

Admissions Policies: First Year Students

Applications (https://apply.wisconsin.edu) for admission must be submitted electronically.

Applications for the fall semester are accepted beginning September 1 of the previous year. All complete applications received by February 1 will receive full consideration for admission. After February 1, applications will be considered on a space-available basis. Applications for spring semester are accepted beginning September 1 of the fall preceding that term.

To be considered for admission, individuals must submit the following items to the Admissions Office, UW-La Crosse, Cleary Center, 1725 State Street, La Crosse, WI 54601 USA:

1. Completed UW System application (https://apply.wisconsin.edu)
2. Official high school transcript
3. Non-refundable application fee
4. Official ACT or SAT scores sent directly from ACT/SAT

First year admission requirements

Applicants for admission as new first year students must satisfy the following minimum requirements to be considered:

1. Graduation from a recognized high school or the equivalent.
   a. A recognized high school is
      i. Accredited by a regional accrediting association or state university
      ii. Recognized or accredited by a state department of public instruction or its equivalent
   b. An applicant who has not graduated from a recognized high school must provide evidence of satisfactory completion of the requirements for a high school equivalency certificate or a diploma from a recognized high school, school system, or state department of public instruction based on the GED examination, the Wisconsin High School Equivalency Diploma, or other established criteria. Applicants from alternative educational backgrounds, including home-schooled students, should contact the Admissions Office for specific information. Additional documents, testing, and a personal interview may be required.

2. Completion of the following 17 high school credits is minimal preparation and is required for admission consideration. Applicants are strongly recommended to take advanced courses beyond the required 17 high school credits. Students admitted on the basis of these minimum subject matter requirements are considered to have fulfilled the admission requirements for the university.
   a. Four credits of English.
   b. Three credits of mathematics, specifically algebra, advanced algebra, and geometry.
   c. Three credits of natural science with two credits from biology, chemistry, physics, earth science, or advanced courses in these disciplines. (Integrated Science I and II courses will be counted on a one-for-one basis.)
   d. Three credits of social science (i.e., anthropology, economics, history [U.S. or world], political science [civics/government], psychology, or sociology).
   e. One credit each in the following disciplines: (i) foreign language, (ii) fine arts, (iii) foreign language (for students who have not graduated from a recognized high school or who have not completed a foreign language requirement), (iv) social science, (v) natural science.

3. Non-refundable fee
4. Writing sample
5. Three recommendations from teachers and/or counselors
6. Official ACT or SAT scores
7. High school transcript
8. Completed UW System application
9. Non-refundable fee
10. Official ACT or SAT scores
11. Writing sample
12. Three recommendations from teachers and/or counselors
13. High school transcript
14. Completed UW System application
15. Non-refundable fee
16. Official ACT or SAT scores
17. Writing sample
18. Three recommendations from teachers and/or counselors
19. High school transcript
20. Completed UW System application
Candidates for admission must satisfy requirements 1 and 2.

All applications receive a comprehensive review. Due to enrollment limitations and the competitive nature of admission to the university, admission consideration will be primarily based on rigor of courses, high school rank, grade point average, and ACT/SAT scores. While academic preparation is the primary criterion used in the admissions review process, other non-academic secondary factors may contribute to the strength of an application. These may include qualities such as demonstrated leadership, extracurricular involvement, special talent, personal statement, recommendations, and/or adding a diverse dimension to our campus community.

The following is a general profile of our admitted first years for fall 2015. This is reported for the middle 50% range, so 25% of admitted first years fall above this range and 25% of admitted first years fall below this range.

- Class Rank: 70th to 90th percentile
- ACT Composite: 23 - 27

**ACT/SAT examination**

First year candidates for admission must take the ACT or the SAT. Scores must be sent to the Admissions Office directly from ACT or SAT. No admission decision will be made until official scores are received. High school students are recommended to take the exam in the spring of their junior year or early in their senior year.

Information concerning the test dates, locations, fees, and application information may be obtained from any high school guidance office or by visiting the university’s Counseling and Testing Center (http://www.uwlax.edu/counseling-testing). The ACT/SAT requirement may be waived for non-traditional students.

**Mathematics and English placement**

Placement into the appropriate level of English and mathematics courses is determined by using scores earned on the University of Wisconsin Placement Exams and the ACT/SAT. Students cannot take classes above their placement level. Course registration in either discipline is limited to those students who have demonstrated their competency through the examinations. ENG 050 Fundamentals of Composition (3 cr.) and MTH 050 Basic Algebra (3 cr.) and MTH 051 Topics in Intermediate Algebra (2 cr.) are courses designed for students whose test scores indicate a low probability for success in college-level courses. Any student may enroll in ENG 050 or MTH 050 or MTH 051, but if the student needs ENG 050 and/or MTH 050 or MTH 051, the students must complete the requirement(s) prior to earning 30 degree credits. Placement exam results expire two years from the date of the exam, after which the placement exam must be retaken. The Youth Options (Wisconsin Act 27) Program stipulates that qualified Wisconsin high school juniors and seniors may attend post secondary institutions and the school districts may be responsible for tuition and fees for the course(s) if a student has exhausted all high school course work in the educational disciplines for which they plan to enroll.

The Course Options (2013 Wisconsin Act 20) Program stipulates that qualified Wisconsin high school students enrolled in a public school district may attend post secondary institutions and the school districts may be responsible for tuition and fees for the course(s).

Registration for courses as a high school student is subject to course, program, and institutional enrollment limits.

**Admission requirements for concurrent high school/UWL enrollment**

1. High school seniors must rank in the upper 25% of their high school class or score in the upper 10% on the ACT/SAT (26 or higher ACT composite score or SAT of 1190 in Critical Reading + Math). High school sophomores and juniors must rank in the upper 10% of their high school class. (Youth Options does not include sophomores.)
2. Completion of appropriate preparatory high school course work for college courses.
3. A personal interview may be required for sophomore candidates.

**Application procedures for concurrent high school/UWL enrollment**

1. Submit a UW System application (https://apply.wisconsin.edu). Students apply as a “special non-degree” student. The application fee is not required.
3. Submit an official high school transcript and, if applicable, ACT/SAT scores.
4. UW Placement Test scores and AP Test scores (if applicable) must be submitted for math, modern languages, or English courses.

All required materials (1-4) should be sent to the Admissions Office. The mailing address is Admissions Office, 1725 State Street, La Crosse, WI 54601 USA.

**Credit by examination and retroactive credit**

Students may earn university credit through a variety of options. For specific information, admitted students should contact the Admissions Office and continuing students should contact the college or school in which they are enrolled.

The five options are:

1. Advanced Placement Program: Students who have participated in the College Board Advanced Placement program (AP) in high school and have received scores of 3, 4, or 5 will receive academic credit. Transcripts of your AP scores must be submitted directly from the College Board to the Admissions Office for evaluation to determine how academic credit will be awarded.
2. College Level Examination Program: The College Level Examination Program (CLEP) is a national program administered through the College Board. UW-La Crosse follows the American Council on Education (ACE) guidelines and recommendations for minimum
scores for awarding credit in all subject examinations. Transcripts must be submitted directly from the College Board to the Admissions Office.

3. Departmental Credit by Exam: Each academic department will have on file an examination for credit for each course the department determines to be introductory, including courses applicable to the skills component of the General Education Program.

4. Retroactive Credit: Three departments (Computer Science (http://www.cs.uwlax.edu), Modern Languages (http://www.uwlax.edu/Modern-Languages/Advising), and Mathematics (http://www.uwlax.edu/Mathematics/AP-and-retroactive-credit)) offer retroactive credit for previous course work.

5. International Baccalaureate: Credit will be granted for "Higher Level" examinations with a score of 4 or greater. Transcripts must be submitted directly from IB to the Admissions Office.

See the Admissions Office for more information on specific types of credit by examination and retroactive credit (http://www.uwlax.edu/Admissions/AP/IB/CLEP-credit/#anchorDept). Some departments include more information on their department pages in regard to their own policy and procedures.

UWL has specific academic policies regarding how credit by examination and retroactive credit is earned and recorded on a student’s transcript. For the full university policy (p. 37), see the academic polices section.

Admissions Policies: Transfer Students and Transfer Credits

Application procedures/requirements

Applications (https://apply.wisconsin.edu) for admission are to be sent electronically. The university will begin accepting transfer applications on September 15 for the summer term or fall semester and will continue until closed. The university will begin accepting transfer applications on September 1 for the winter term or spring semester and will continue until closed. To be considered for admission, a student must submit the following items to the Admissions Office, UW-La Crosse, Cleary Center, 1725 State Street, La Crosse, WI 54601 USA:

1. A completed UW System application (https://apply.wisconsin.edu)
2. An official high school transcript if student has earned less than 60 transferable semester credits
3. All official college transcripts (transcripts must be mailed directly from the institution(s) attended to the UW-La Crosse Admissions Office)
4. A list of courses in progress, if currently enrolled, with course numbers, titles, and the number of credits for each course
5. A non-refundable application fee is required for anyone applying as a transfer student. If the student’s last institution attended is one of the two-year University of Wisconsin Colleges, the student does not need to pay the application fee.
6. ACT/SAT scores (not generally required if applicant has completed a minimum of 18 transferable credits)

Admission guidelines

All applications receive a comprehensive review. Students with at least a 2.50 cumulative grade point average in all previous college level work will be considered stronger candidates for admission. Students with a cumulative grade point average between a 2.0 and a 2.49 will be considered for admission on a space available basis. In addition to grade point guidelines, students must be in good standing at their previous institution to be admitted to UWL. Students who were not admissible as new first years must earn at least 18 transferable semester credits to be considered for admission as a transfer student.

Due to enrollment limitations and the competitive nature of admission to the university, admission consideration will be primarily based on academic preparation. While academic preparation is the primary criterion used in the admissions review process, other non-academic secondary factors may contribute to the strength of an application. These may include qualities such as demonstrated leadership, extracurricular involvement, special talent, personal statement, recommendations, and/or adding a diverse dimension to our campus community.

Admission to the university does not assure admission to specific degree programs. All transfer students must meet the same criteria (i.e., grade point average, course requirements, etc.) for admission to specific majors or programs as continuing students.

Academic advising and registration

After being admitted to the university, transfer students are required to submit a $100 enrollment deposit. After the enrollment deposit is received, the Admissions Office will evaluate the courses taken to determine the number of credits that will be granted in transfer. This will be used to determine classification as first year, sophomore, junior, or senior. Information will be sent regarding web registration and academic advising in April for those students admitted to the summer or fall semester and in November for those students admitted to the winter term or spring semester. In preparing to register, transfer students are encouraged to contact the academic advisor/assistant to the dean for the assigned college or school. College or school assignments are noted in the letter of admission. In the process of academic advising, should a student disagree with how a course(s) transfers or how a course(s) applies toward a program of study, a formal appeals process is available. Consult with the assistant to the dean of the college or school in which the student is enrolled. If the student is undecided about a major, the student may talk to an advisor in the Academic Advising Center.

Transcripts from transfer students

UWL accepts transcripts sent directly from the issuing institution(s) or through an electronic secure document sending service. Transcripts that are marked “Issued to Student” or that are hand delivered by a student will not be accepted unless the transcript remains sealed in the original stamped envelope from the issuing institution(s).

UW System’s Transfer Information System (TIS)

The UW System maintains a Transfer Information System (TIS) website. The site provides information about credit transfer and academic program requirements. TIS is designed to give prospective transfer students current information about transferring, including how UW System and Wisconsin Technical College System (WTCS) courses will transfer to any institution in the UW System, and which courses to take at the student’s current institution to fulfill specific requirements at the intended transfer campus.

Undergraduate transfer credit policies

Credits considered for transfer to UWL must have been earned at regionally accredited institutions, e.g., Higher Learning Commission/North Central Association. Transfer credit is allowed for appropriate
college-level courses completed at four-year colleges and universities as well as from two-year colleges and vocational/technical schools with accredited college parallel programs. Credits in vocational/technical programs other than college parallel programs will not transfer to this university. (See WTCS transfer policy.) Military service school credit may be granted in transfer based upon recommendations of the American Council on Education. Credits also may be transferred from examination programs such as the Advanced Placement Program (AP), the College Level Entrance Program (CLEP), or the International Baccalaureate program (IB).

When credits are transferred and accepted, they are recorded in terms of UWL courses. The student’s record shows courses, grades, and credits; however, only credits are used. Grades and/or grade points are not generally transferred. Exceptions to this policy are necessary for admission into certain programs/majors. The cumulative grade point average of each UWL student is determined only by credits and grades earned in residence at the university.

If a student is currently enrolled at UWL and intends to take course work elsewhere either in a summer term or during an academic year, the student must secure approval in advance of enrollment at other institutions for course work to be taken for transfer to this university. The student should see the assistant to the dean in the dean’s office of the school/campus in which he or she is enrolled and complete an “Off-Campus Permit” form, which is used to secure approval to transfer credits from other institutions. Students planning to transfer UWL credits to other universities should check with the receiving institution regarding the transferability of credit.

Transfer of "D" credits
A course in which a grade of "D" was earned and accepted by this university may be applied to general education and/or core requirements but will be subject to re-evaluation at a later date if the student chooses to major or minor in the subject area or discipline in which the "D" grade was earned.

Two-year/four-year transfer policy
Usually general education requirements will be satisfied by students who have completed associate degrees in college parallel programs at accredited four-year institutions, two-year collegiate transfer programs from two-year institutions, community colleges, or junior colleges. Students admitted with an associate degree are still required to meet all core, professional, ethnic studies, major, and minor requirements. The university reserves the right to review the student's associate degree and require additional general education courses. The maximum number of credits transferable from a two-year institution is 72.

Guaranteed transfer program for UW College students
UW College (two-year campuses) students who intend to pursue their education at the University of Wisconsin-La Crosse will be guaranteed admission providing they meet the following criteria:

1. Submit a UW System application to the UWL Admissions Office during the first month of the semester prior to the semester of intended enrollment.
2. Be in good standing and have completed an associate degree or 60 credits at any UW College with a minimum 2.00 cumulative grade point average.

All general education requirements will be satisfied by students who have completed associate degrees. Students accepted under this two-year transfer policy are required to meet all core, professional, ethnic studies, major, and minor requirements. Admission to the institution does not assure admission to specific degree programs. UW College students must meet the same criteria (i.e., grade point average, core requirements, etc.) for admission to specific majors or programs as continuing UWL students.

Wisconsin Technical College System (WTCS) transfer policy
The UW System undergraduate transfer policy allows the university to transfer up to 72 general education credits in communications, behavioral sciences and social sciences, mathematics, and natural sciences from WTCS non-college parallel associate degree programs. In certain cases where the WTCS credit is not acceptable for transfer, students will have an opportunity to earn credit by examination if the academic department offers an appropriate exam. Program-to-program agreements with the Wisconsin Technical College System allow students to transfer additional credits with or without the associate degree. Currently there are agreements in the following disciplines: business and information systems, nuclear medicine technology, computer engineering technology, visual communications, early childhood education, recreation management, and radiation therapy. Most of these agreements are with Western Technical College (WTC). UW and WTC also have an articulation agreement for a liberal arts degree. For details, contact the UWL Admissions Office.

Program-to-program agreements
In addition to the Wisconsin Technical College System program-to-program agreements, other agreements have been established with University of Minnesota; UW-Madison; UW-Platteville; UW-Milwaukee; Guangxi Normal University, South Central University of Nationalities, and Wuhan University, China; University of Caen, France; and University of Applied Sciences, Germany. For details, contact the UWL Admissions Office.

Admissions Policies: International Students
International applicants seeking undergraduate admission to UWL should follow the instructions below.

Application and fee: Applicants must complete the UW System online application (https://apply.wisconsin.edu) and pay the undergraduate application fee.

Academic records: Official copies of academic records from all secondary and post-secondary institutions attended are required, even if the program was not completed. Documents issued in languages other than English must be accompanied by literal English translations.

- Course-by-course evaluation: For all post-secondary education taken outside the United States, an official WES (http://www.wes.org) or ECE (http://www.ece.org) course-by-course evaluation is required.
- Transfer students: Course descriptions from all university-level courses are required. If detailed course descriptions are not provided, transfer credit will not be awarded. English language courses are not transferable to UW-La Crosse, as they are not offered at university-level in the United States.

Proof of English language proficiency: Applicants for undergraduate study who are not native speakers of English must meet one of the following for admission:
Admissions Policies: Special Non-Degree Students

- Official TOEFL score of at least 73 iBT or 550 pBT - Institution Code: 1914.1
- Official IELTS score of at least 6.0 with at least 5.5 in all subscores.1
- Graduation from a US high school or secondary school in a country where English is the official language of education.
- Applicant must have studies in the English speaking country for a minimum of three years.

Undergraduate applicants who do not have the required English proficiency may be considered for conditional admission. Students who are conditionally admitted are required to enroll in the English as a Second Language Institute (ESL) (http://www.uwlax.edu/english-as-a-second-language). Conditionally admitted students must complete the ESL program or submit sufficient TOEFL or IELTS scores before they will be allowed to enroll in an academic program.

1 TOEFL and IELTS scores cannot be more than two years old.

Proof of funding: A bank statement and affidavit of support is required for students requesting an F-1 visa. Funding must be equal or greater than International Education & Engagement’s estimated costs (http://www.uwlax.edu/International-Education/Tuition-and-expenses) for one year (two semesters) of undergraduate study. Students who require F-2 visas for dependents (spouse and/or children) must submit additional proof of funding and passport copies for each dependent.

Passport copy: Submit a photocopy of the biographical data in the applicant’s passport. If the applicant is admitted to a program, this will ensure that immigration documents are issued accurately.

Application materials can be sent to:
Admissions Office
143 Cleary Center
University of Wisconsin-La Crosse
1725 State Street
La Crosse, WI 54601
USA

For more information on international student admissions, visit the Admissions Office (http://www.uwlax.edu/Admissions/International-student).

Admissions Policies: Special Non-Degree Students

Students desiring to audit or take selected courses for credit, but who do not expect to earn a degree at this university, may enroll as special non-degree students. Applications (https://apply.wisconsin.edu) for admission are to be sent electronically. Complete transcripts of high school and college records need not be submitted; however, in some circumstances to determine eligibility for admission, the Admissions Office may request that the student submit academic records. A high school diploma or its equivalent is required. Students may be admitted to undergraduate status on a degree basis at a later date provided they submit an application as a degree seeking student, send complete transcripts of previous work, and meet admission requirements.

After admission as a degree seeking student, course work as a special non-degree student will be evaluated. Credit may be granted for courses completed during the initial period of special status, although there is no assurance that work as a special student will be credited toward degree completion. If regular undergraduate status is achieved by following this procedure, no student will be allowed to revert to a special non-degree status to avoid conforming to any prescribed course of study.

Students disqualified for entrance or continuance at another collegiate institution are not eligible to enroll as special non-degree students at the University of Wisconsin-La Crosse.

Students who already have a college degree and desire to undertake further study to earn a second undergraduate major, to qualify for teaching certification, or to remove deficiencies must complete the UW System application (https://apply.wisconsin.edu) and submit one official transcript of all previous college work.

Information regarding undergraduate enrollment in graduate courses (p. 41) may be found within the “Academic Policies” section.

Admissions Policies: Second Degree Students

A student who holds a bachelor’s degree may be admitted to the university to earn a second bachelor’s degree. Students must complete the UW System application (https://apply.wisconsin.edu) and have one official transcript sent from each university attended. Students will need to consult with the dean’s office for the college to which they are assigned (see letter of admission) to determine which courses are needed to earn a second undergraduate degree. Details covering the requirements for a second bachelor’s degree may be found in the degree requirements (p. 64) section of the catalog.

Admissions Policies: Re-Entry and Re-admission

Re-entry

If a student voluntarily interrupts university work while in good academic standing, that student may be granted re-entry status by submitting an online application (https://apply.wisconsin.edu) to the Records and Registration Office if the re-entry enrollment target has not been reached already. Due to enrollment limits, it is possible not all students who apply for re-entry will be accepted. It is advantageous to apply early in order to be approved to register as soon as possible. If a student has been out of school voluntarily for a year or more, or involuntarily for any amount of time, the student will be subject to the requirements of the catalog in effect upon return. If the student has been gone voluntarily for one semester, the student remains under the “old” catalog. Students granted re-entry status who were on scholastic probation or other conditional status at the time of last attendance at UWL retain such status as a condition of re-entry.

If a student has attended another institution(s) after leaving UWL, official transcripts of that academic record(s) should be mailed directly from the issuing institution(s) or sent through an electronic secure document sending service to the Records and Registration Office at the time he or she applies for re-entry. Transcripts that are marked “Issued to Student” or that are hand delivered by a student will not be accepted unless the transcript remains sealed in the original stamped envelope from the issuing institution(s).

Eligibility for re-entry is based upon previous work at this university and any others attended since leaving UWL. A student must be eligible to return to the institution last attended. Re-entry transfers must meet the same GPA requirements for admission as other transfer students.
Re-admission after dismissal for ineligibility

If a student desires re-admission after having been declared ineligible to continue for scholastic (p. 32) or other reasons, the student must first apply to the dean of the UWL school or college in which that student were last enrolled, and then submit an online application (https://apply.wisconsin.edu) for admission.

Students declared ineligible to continue must follow catalog requirements in effect at the time of re-admission. It is advantageous to apply for re-admission early in order to facilitate registration in a timely manner. The appropriate dean will apprise the Records and Registration Office of the student’s eligibility for re-admission. During times of controlled or limited enrollment, preference will be given to students re-entering in good standing.
Expenses, Financial Aid, and Scholarships - Undergraduate

Paying for tuition is a significant concern for most students, and the university continually strives to provide options for those who may be struggling or who have questions. The following offices or groups are available to help students overcome the challenge of paying for college.

(Links in the following list go to the office's outside website. Links in the site map below go to the topic's catalog page.)

- Financial Aid Office (http://www.uwlax.edu/finaid)
- UW-L Foundation (http://www.uwlfoundation.org)
- It Make$ Cents! (http://www.uwlax.edu/It-Makes-Cents/IMC!-Home)
- Veterans Educational Benefits Office (http://www.uwlax.edu/veteran-services)
- Cashier's Office (http://www.uwlax.edu/cashiers)

In addition to the contacts above, this catalog provides information about the expenses incurred at the university followed by some specific options on how to pay for the cost. This section aims to provide students with an overview of fees and billing, financial aid options, scholarship possibilities, and educational benefits for veterans.

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Financial aid & scholarships

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Veteran benefits

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Expenses - Undergraduate

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Tuition and Fees

The university establishes a tuition and fee schedule for each academic year. The tuition and fees for each term are published by the Cashier's Office (http://www.uwlax.edu/Cashiers/Tuition-and-fee-information). If there are questions about charges on a student's WINGS account, contact the Cashier's Office, 121 Graff Main Hall. The Board of Regents reserves the right to change tuition and fees without published notice.

New students (including transfers) are required to pay a non-refundable (enrollment) tuition deposit before registering for classes.

All students are charged a non-refundable registration fee each term they register for one or more courses. If a student drops all classes before the term begins, the student is still responsible for this fee.

Electronic billing

Billing reminders are sent via email to the student's campus email address. Billing information is confidential. By law, the university cannot release this information to anyone other than the student. It is the responsibility of the student to check campus email and to make sure that the bill is routed to the proper individual for making payment.

Current billing information can also be found in the Cashier's Office (http://www.uwlax.edu/cashiers) or, for current students, using their WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login) Student Center. A student ID# and PIN are required to access the WINGS electronic bill. Because this PIN allows access to other confidential information, such as grades and schedules, it is the student's decision as to whether or not to share the PIN with other individuals. Payment can be made electronically through the WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login)Student Center.

Installment billing

Semester charges for tuition, room, and board are due no later than the posted due date. A student may elect to either pay the bill in full without interest by the billing due date or pay a portion of the balance due and be billed one month later for the remainder plus interest. All outstanding balances must be paid in full before a student will be allowed to register for future terms.

Excess credit policy

Wisconsin resident undergraduate students who have earned 165 credits or 30 credits more than required for their degree programs, whichever is greater, are charged a surcharge equal to 100% of the regular resident tuition on credits beyond that level (excluding segregated fees). The surcharge is applied in the semester following the term in which the student reaches the earned credit limit. Exceptions may be made where appropriate to ensure that students are able to complete their degree requirements.

The policy covers all Wisconsin resident undergraduate students pursuing their first bachelor's degree, including students pursuing a double major. Minnesota residents and non-residents graduate, post-
baccalaureate, and non-degree students are exempt. All credits earned at UW-System campuses and Wisconsin Technical College System (WTCS) transfer credits accepted toward a degree are counted in the total. Retroactive, AP, military, and other college transfer credits do not count.

Once it has been levied, students have the right to appeal the surcharge to the assistant controller by first submitting an appeal with their academic dean's office.

Segregated fees
The semester bill includes instructional fees (tuition) and segregated fees. The tuition charge is established by the Board of Regents, and the fees are determined by the student government with the support of campus administration. The fees fund student services including the Health Center, textbook rental, student centers, the childcare center, and activities such as athletics, intramurals, and other organized activities.

Textbooks
Undergraduate course textbooks are available on a rental basis through the Textbook Rental Service (http://www.uwlax.edu/textbookrental). Textbook rental, for undergraduates, is included in the semester segregated fee. Undergraduates may purchase rental textbook titles through the University Bookstore on a special order basis. Students enrolled in graduate courses are expected to purchase their textbooks, which are available through the University Bookstore (http://www.uwlax.edu/Bookstore).

Health service
If a student meets student health service requirements and pays the segregated fee at registration, the student is eligible to receive outpatient care, physical therapy, radiography, and laboratory service in the Health Center. Students carrying seven credits or more are automatically charged the segregated fee. Students carrying less than seven credits may choose to pay a health service fee. A description of health care facilities and medical requirements for entering students can be found in the Student Health Center (http://www.uwlax.edu/StudentHealth).

The following services are not provided: medicines, eye refraction, care of families of married students, medical and surgical consultation outside of the Health Center, ambulance service, emergency room visits, hospitalization, house calls or after hours visits, dental visits, premarital examinations, pregnancy care, infertility studies, sterilization procedures, or abortion.

Students should check their current insurance policies to make sure they have adequate coverage for services not provided by the Health Center. If a student does not have health insurance coverage, the student may enroll in a student group insurance plan. If the student's current policy will expire during the school year, the student should plan to purchase student group insurance at the beginning of the semester in which existing coverage will cease.

Residence halls
According to the Board of Regents policy, first years and sophomores who are not veterans, married students, or students residing in their parent's or guardian's home must live in a university-operated residence hall when accommodations are available. Requests for exceptions to this policy must be made in writing to the Director of Residence Life.

Once a student has been accepted and paid the registration fee, the student will be sent directions about the online sign-up process. The student will be directed to pay a housing deposit and then complete the online housing application. Residence hall facilities, regulations, and programs are described in the Residence Life (p. 52) section of this catalog.

UWL dining services
All students living in traditional residence halls must purchase one of the traditional Basic or Plus Meal Plans and are not eligible to be on any block plans. Students on the Basic Plan can choose to have 14 or 19 meals per week. The Plus Plan offers a choice of 14 or 19 meals per week and 30 Block meals for the semester. Students living in Reuter Hall may purchase a Reuter Block Plan or choose to be on one of the traditional meal plans. The student will be given an opportunity to select a meal plan (http://www.uwlax.edu/University-Centers/Meal-plans) that best fits the student's eating preferences. Should a student find that meal plan needs are different than the student anticipated, the student may request changes during the first two weeks of school. Students may change their meal plan at the end of the semester by visiting the Meal Plan/TowerOne Card Office, 223 Cartwright Center.

Contract board service is provided in Whitney Center. Catering and other dining areas are available in Cartwright Center for commuters as well as resident students. Dining service (http://www.dineoncampus.com/uwlacrosse) is available only when the university is in session. Limited dining options are available during winter intersession and summer term. Further information may be obtained from the Meal Plan/TowerOne Card Office, 223 Cartwright Center.

Financial Aid and Scholarships - Undergraduate

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Eligibility requirements
Most financial aid programs are based on financial need. This is demonstrated by applying a federal need analysis formula to the student and family financial information provided on the Free Application for Federal Student Aid (FAFSA). Exceptions to the financial need requirement include the Wisconsin Academic Excellence scholarship, Counselor's Choice scholarships, Return to Wisconsin scholarships, some UWL Foundation scholarships, Federal Unsubsidized loans, and Federal Parent PLUS loans.

Admission to the university is a prerequisite to consideration for financial aid. Special non-degree students are not eligible for aid unless they are working toward an approved license or certificate.

Students must demonstrate satisfactory academic progress (p. 29) in order to receive aid. Several other federal and state requirements need to be met in order to receive financial aid. These include proper citizenship status, registration with the Selective Service System, and not being in default on any federal student loan.
Unless previously negotiated, all aid awards are based on full-time student status. Students carrying less than a full-time load will have their aid reduced accordingly.

**Application procedures**

All financial aid applicants must file the Free Application for Federal Student Aid (http://www.fafsa.gov) (FAFSA). File the FAFSA by March 15 for priority consideration, although applications are accepted throughout the academic year. A paper version of the FAFSA is available by calling 1.800.433.3243 or selecting "FAFSA: Apply for Aid" at Federal Student Aid (https://studentaid.ed.gov/sa).

Students whose application is selected for verification by the United States Department of Education or the Financial Aid Office will be required to submit student and parent federal income tax return transcripts (copies of tax returns do not meet this requirement) to the Financial Aid Office. Other documents may also be required.

**Notification dates**

Students who complete their application by the March 15 priority date can usually expect to receive a financial aid offer by July 15. Students who complete their application after March 15 will receive a financial aid offer as soon as possible after July 15. Applications received after June 1 may not be processed in time for students to receive their aid by the start of the fall semester. These students should be prepared to pay their initial expenses from their own resources.

**Financial aid programs**

**FEDERAL PELL GRANT:** These need-based grants are available to qualified undergraduate students.

**FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT:** These need-based grants are available to qualified undergraduate students.

**WISCONSIN HIGHER EDUCATION GRANT:** These need-based grants are available to qualified undergraduate students who are Wisconsin residents.

**TALENT INCENTIVE PROGRAM GRANT:** These need-based grants are available to qualified undergraduate students who are Wisconsin residents and demonstrate exceptional financial need.

**FUND FOR WISCONSIN SCHOLARS:** These need-based grants are available to select group of qualified lower income undergraduate students who are recent graduates of Wisconsin public high schools.

**RETURN TO WISCONSIN SCHOLARSHIPS:** These scholarships provide a 25% discount of non-resident tuition to children and grandchildren of UWL graduates.

**NON-RESIDENT FEE WAIVERS:** These need-based grants are available to residents of states other than Wisconsin and Minnesota.

**WISCONSIN GI BILL TUITION WAIVER:** This program is available to eligible veterans who entered active duty as a Wisconsin resident, or a spouse or dependent of a deceased or disabled eligible veteran.

**WISCONSIN STUDY ABROAD GRANT:** These need-based grants are available to Wisconsin residents who study abroad through the UWL Office of International Education.

**WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP:** This program is available to top students at Wisconsin high schools. The program is administered by local school boards, the Wisconsin Department of Public Instruction, and the Wisconsin Higher Educational Aids Board.

**LAWTON UNDERGRADUATE MINORITY RETENTION GRANT:** These grants are available to students who demonstrate financial need. Students who do not qualify for Federal Work-Study can work on campus on the Federal Work-Study Program. Students who qualify for Federal Work-Study are eligible to receive this grant in addition to their Federal Work-Study award.

**WISCONSIN STUDY ABROAD GRANT:** These need-based grants are available to Wisconsin residents who study abroad through the UWL Office of International Education.

**FOREIGN STUDENT SCHOLARSHIPS:** These partial non-resident fee waivers are available to qualified international students. International students should file an application with the Office of International Education.

**ACADEMIC INITIATIVE AWARDS:** These programs are student funded and are available to students who demonstrate financial need. Students should file an application with the Office of International Education. Submission of a services plan does not necessarily guarantee that the student will receive an Academic Initiative Award.

**FEDERAL SUBSIDIZED LOAN:** This loan is available to students who demonstrate financial need. Students must be credit-worthy and meet the creditworthiness criteria established by the Department of Education. The terms are the same as the Federal Subsidized Loan except that the student is responsible for all interest charges from the date of disbursement of the loan forward. Interest is at a fixed rate that is determined each spring for the upcoming year.

**FEDERAL PERKINS LOAN:** This need-based loan is available to qualified students who demonstrate exceptional financial need. The loan is interest-free as long as the student is at least a half-time student. Repayment begins nine months after the student ceases to be at least a half-time student.

**FEDERAL UNSUBSIDIZED LOAN:** This loan does not require that the student demonstrate financial need as a result of filing the FAFSA. The terms are the same as the Federal Subsidized Loan except that the student is responsible for all interest charges from the date of disbursement of the loan forward. Interest is at a fixed rate that is determined each spring for the upcoming year.

**FEDERAL PARENT PLUS LOAN:** Parents of dependent undergraduate students are eligible to borrow from the Department of Education under this program. Apply at the UWL Financial Aid Office (http://www.uwlax.edu/finaid). Parents must be credit-worthy.

**EMERGENCY SHORT TERM LOAN:** These loans are for emergency purposes only. The applicant must have completed at least one semester at UWL, be in good academic standing, and be a full-time student. Apply at the UWL Financial Aid Office (http://www.uwlax.edu/finaid).

**FEDERAL WORK-STUDY PROGRAM:** This need-based program provides on-campus and off-campus employment to qualified students. Students who do not qualify for Federal Work-Study can work on campus on the regular student help payroll. These students should apply at academic departments and administrative units. Students can also search for off-campus jobs in the private sector at the Financial Aid Office's Job Board. Apply at the UWL Financial Aid Office (http://www.uwlax.edu/finaid).

**UWL SCHOLARSHIPS:** The UWL Foundation awards several hundred scholarships each year to incoming first years and continuing students. For more information or an application, contact the UWL scholarship coordinator at 608.785.8491 or visit UWL Foundation (http://www.foundation.uwlax.edu/sch.html).
PRIVATE SCHOLARSHIPS: Students may want to search for private scholarships on the Internet or at the Scholarship Resource Center (http://www.uwlax.edu/scholarships) website.

Satisfactory academic progress policy

Federal Law mandates that post secondary institutions participating in Federal Financial Aid Programs have in place and monitor an academic progress policy for financial aid. The components to the UW-La Crosse Satisfactory Academic Progress (SAP) Policy for financial aid are as follows: Grade point average (GPA), Pace (67% Rule), and Maximum Time Frame (150% Rule).

1. Grade Point Average (GPA):
   All undergraduate students receiving financial aid must maintain a 2.0 UWL cumulative GPA, while graduate students receiving financial aid must maintain a UWL cumulative GPA of 3.0. Note that this GPA requirement is different from the Retention, Probation and Suspension requirements listed in the Undergraduate catalog. Students receiving financial aid must follow both. Transfer credits are not included in the UWL cumulative GPA calculation. Grades of W and P are not factored into this calculation once a cumulative GPA is established. Students enrolled in both undergraduate and graduate courses must meet the requirements of the degree seeking career, while students seeking a certificate will be required to follow the undergraduate GPA requirements.

2. Pace (67% Rule):
   All full-time and part-time undergraduate and graduate students at UW-La Crosse who receive financial aid must stay on pace to graduate on time. Pace is calculated by dividing the cumulative number of credits a student successfully completed by the cumulative number of credits they have attempted. (See note regarding completed and attempted credits). When this calculation falls below 67%, a student is no longer on pace to graduate on time. Transfer credits that count toward a student’s program are considered within this calculation as credits attempted and credits earned.

3. Maximum Time Frame (150% Rule):
   An eligible undergraduate, graduate, or second degree seeking student can receive Federal financial aid while attempting up to, but not exceeding, 150% of the published normal completion length of the student’s program, regardless of enrollment status. For example, a student seeking a degree which requires 120 credit hours could receive financial aid while attempting 180 credit hours (120 X 150% = 180). Credits transferred to UW-La Crosse, and any credits attempted at UWL, with or without the benefit of student financial aid, must be taken into consideration. Financial aid will be suspended when our office determines that a student cannot mathematically complete their degree within this time frame.

Evaluation process

These components are evaluated every payment period (fall/spring/summer) after grades are posted. The first time that a student does not meet the GPA, Pace, or is approaching the Maximum Time Frame requirement, they will be notified via campus email that they are being automatically placed on Warning Status for one payment period. By the next evaluation, the student must be meeting all components of SAP to be placed back in good standing. If not, the student's financial aid will be suspended, and they must complete an Appeal for Financial Aid Reinstatement and explain why they failed to meet SAP and what has changed that will allow them to meet SAP by the next evaluation.

All appeals must supply an academic plan showing when the student will be meeting all aspects of the SAP policy. If it will take more than one semester to meeting the SAP policy, the academic plan must be signed by an academic advisor. Students with an undeclared major should meet with Academic Advising, and students with a declared major should meet with the dean of their college to create this plan. Whoever the student meets with must sign off on the academic plan. Templates are available at the Financial Aid Office (http://www.uwlax.edu/finaid). If the appeal is approved, the student is placed on Academic Plan Status for one payment period, after which, the student must be meeting SAP or be following their approved academic plan. If the student is not meeting SAP/following their approved academic plan at the next evaluation, they will be suspended again and could become ineligible to receive financial aid until they are in compliance.

Types of credit that might affect evaluation process:

- Credits Completed: The successful completion of a credit attempted is credit for which a grade of A, AB, B, BC, C, D, S, or P is received. The grade of “D” for a graduate student is not considered a successful completion of the credit(s) attempted.
- Attempted Credits: The grades of A, AB, B, BC, C, D, S, P, U, F, I, W, WP, WF, EP, EF, NA, and NR are considered credits attempted. Attempted credits are calculated after the 100% adjustment to tuition and fees period (typically the 10th day of classes).
  - Any credit drop after the 100% adjustment to tuition and fees, without an equal number of credits being added the same date of the drop, or at a later date, will count as credit(s) attempted and credit(s) not earned. Credit drops affect the Pace and Maximum Time Frame components.
  - Withdrawal from the university (all classes) as of the first day of classes will count as credit(s) attempted and credit(s) not earned unless all aid is cancelled and returned. A withdrawal affects the Pace and Maximum Time Frame components. The GPA component is affected if the withdrawal is in the student’s first term.
- Incompletes: Count as credit(s) attempted and credit(s) not earned until a passing grade is posted. It is the student’s responsibility to notify the Financial Aid Office of any change in grade using an Appeal for Financial Aid Reinstatement Form and attaching a copy of the student’s most recent, unofficial UWL transcript. If the incomplete appeal results in the student being eligible for financial aid again, eligibility will be reinstated as of the date the appeal is approved. Lack of action from the student will cause the student’s new Pace and GPA to not be evaluated until the end of the payment period in which the incomplete grade was converted. Incompletes affect the Pace and Maximum Time Frame component.
- Repeated Credits: Counted as attempted credits as many times as the course is repeated. Repeating credits apply to GPA, Pace, and Maximum Time Frame Components. Please note that this is different from UWL’s course repeat policy (p. 35).
- Remedial Credits: Counted in Pace and Maximum Time Frame. Grades of “F” are calculated into GPA.
- Test Credits: Counted in Pace and Maximum Timeframe. These include AP, CLEP, DANTES, DSST, and IB test credits.

For help calculating UWL cumulative GPA, use the Semester GPA Calculator (http://www.uwlax.edu/Academic-Advising-Center/GPA-Calculation). Remember: only include UWL credits in the GPA calculation.

Other factors that might affect evaluation process:

- Audited Courses: Not funded by financial aid and not considered under any aspect of the SAP Policy unless a student changes their
course to audit after the 100% adjustment to tuition and fee period. This would affect Pace and Maximum Time Frame.

- Consortium Agreements: Credits count in the Pace and Maximum Time Frame components.
- Double Major: Students pursuing a first and second major at the same time will only be allowed 150% of the credits needed towards their first major. This could result in needing to appeal Maximum Time Frame.
- Winter Intersession: If a students attends a Winter Intersession course that positively affects their SAP Status (bringing their GPA or Pace calculation into an acceptable range) it is the students’ responsibility to notify the Financial Aid Office of that change on an Appeal for Financial Aid Reinstatement Form.

**Additional terminology**

- Payment Period: fall semester/spring semester/summer (if attended).
- Warning Status: assigned to one payment period, to a student who fails to make SAP after any payment period.
- Suspension: assigned to a student who fails to meet SAP in the payment period after being placed on Warning Status. Student must complete appeal process to reinstate financial aid eligibility.
- Probation Status: assigned for one payment period, to a student who has appealed and has had eligibility for financial aid reinstated. Specific terms are given to students with this status. For example, student may have to complete a certain percentage of credits attempted in the next payment period.

**Appeal process**

Students with extenuating circumstances that prevented them from making SAP have the right to appeal their situation. Extenuating circumstances include, but are not limited to, student injury or illness, death of a student’s relative, or other reasons resulting in undue hardship to the student. Students must turn in the Appeal for Financial Aid Reinstatement Form, unofficial copy of their UWL transcript, an Advisor approved academic plan, and any other related documentation.

Per Federal regulations, an appeal may only be approved if the student shows that they will be able to meet SAP at the next evaluation, or the student’s academic plan ensures SAP by a specific point in time. Incomplete/inaccurate appeals or Academic Plans will not be approved. A committee of financial aid staff will act on the appeal and notify the student with the decision of the committee and the terms of their probation, if approved, via campus email. All decisions are final. There is no limit on the number of appeals allowed; however, students requesting numerous appeals may be denied. If denied, the student may attend UWL without financial aid and re-appeal when all components of SAP are being met.

**Additional information about financial aid**

- It is the student’s responsibility to make sure the application is complete and moving through the processing system.
- Funding levels and regulations are subject to change at any time per state or federal budgetary and legislative mandates.
- Students who withdraw, either officially or unofficially, may need to repay money to federal and state financial aid programs and will be required to pay any resulting balance due to the university.
- For additional information, visit the Financial Aid Office (http://www.uwlax.edu/finaid). For questions, call 608.785.8604 or e-mail finaid@uwlax.edu

**Scholarships, awards, and short term loans**

Many scholarships and awards have been established by alumni, faculty and staff, parents, students, businesses, and organizations. Recipients are selected by scholarship committees on the basis of an application, grade point average, and other materials as deemed appropriate by departmental committees. Scholarships are presented to students whose qualifications best fit the stipulations of the donor. Approximately one-half million dollars is awarded each year. Amounts vary annually based on funding from gifts or investment earnings available from a fund. Almost all scholarships are contingent upon full-time enrollment both fall and spring semesters at UWL. Scholarships and awards for the academic year are usually paid in two payments, the first half in the fall semester and the other half in the spring semester.

Visit the University of Wisconsin-La Crosse Foundation, Inc. for information about the scholarships they administer (https://uw lax.academicworks.com).

Scholarship applications are available to currently enrolled students or admitted incoming students on the UWL Foundation Office website. All applications (unless otherwise indicated) must be submitted to the UW Foundation Office. Applications are submitted to various offices that offer scholarships based on academic majors; please refer to the scholarship website. The deadline for scholarship applications is February 15 each year. Scholarships and awards are announced at the honors reception set for the last Monday in April. For more information, call 608.785.8491.

The University also administers an interest-free, short-term emergency loan program to students in need, provided they are enrolled for a full credit load of non-repeat courses. The Financial Aid Office, 215 Graff Main Hall, has more information and application forms.

**The University of Wisconsin-La Crosse Foundation, Inc.**

The University of Wisconsin-La Crosse Foundation, Inc. (http://www.uwlfoundation.org), is an independent non-profit, tax-exempt Wisconsin corporation and a tax-exempt public charity under Section 501(c)(3) of the Internal Revenue Code. Created in 1967 to promote the welfare of the University of Wisconsin-La Crosse, it accomplishes this by encouraging, soliciting, receiving, managing, and administering gifts and other programs that advance the mission of the University. Gifts to the Foundation are tax deductible to the fullest extent of the law as applied to the individual circumstances of each donor.

**Veteran Benefits**

The university is fully approved for the education of veterans and veterans’ dependents under both federal and state programs. New students who qualify for benefits should report to the Veterans Benefits Coordinator in the Office of Records and Registration, 116 Graff Main Hall, before or during registration. After this initial contact, registered students should keep the Benefits Coordinator apprised of their status and needs each semester.

To receive support from veteran programs, after registering for classes each semester, a student is required to report to the Veterans Benefits Coordinator to complete a certification request form (http://www.uwlax.edu/Veteran-Services/Certification-request). The university
certifies attendance and credit load to the Veterans Administration based on the certification request.

Payments of veterans’ benefits depend on the number of credits carried. Students should carry at least 12 credits during the semester to receive full benefits under most programs. Payment will be awarded according to the schedule below. Contact the Veterans Benefits Coordinator for summer term rules.

**Table to determine % of benefits**

<table>
<thead>
<tr>
<th>Undergraduate credits</th>
<th>Enrollment/benefits status</th>
</tr>
</thead>
<tbody>
<tr>
<td>12+</td>
<td>Full-time</td>
</tr>
<tr>
<td>9-11</td>
<td>3/4 time</td>
</tr>
<tr>
<td>6-8</td>
<td>1/2 time</td>
</tr>
</tbody>
</table>

More information can be found in the Veterans Educational Benefits Office (http://www.uwlax.edu/veteran-services) and the Office of Records and Registration (http://www.uwlax.edu/Records/Veteran-students).

**Priority registration for service members**

The State of Wisconsin grants priority registration for students who have served or are serving on active duty under honorable conditions in the United States armed forces, including Reservists and members of the National Guard. At the University of Wisconsin-La Crosse, priority registration allows service members to register at the front of their class, meaning that a service member of sophomore standing will be able to register before other sophomores. To receive this benefit, a DD-214 or a Notice of Basic Eligibility (NOBE) must be filed with the Veterans Educational Benefit Coordinator prior to registration.
Academic Policies - Undergraduate

Academic policies define what the institution expects from the students and what students may expect from the institution in terms of academic behavior. Undergraduate academic policies are developed and approved through the university’s governance system by the Committee on Academic Policies and Standards (CAPS). CAPS membership includes representation from both faculty and students.

Below is a guide to help navigate through the undergraduate academic policies.

Academic Eligibility
- Retention standards (p. 33)
- Probation standards (p. 33)
- Academic ineligibility (p. 33)
- Appeals and petitions for academic matters (p. 34)
- Committee on Academic Policies and Standards (CAPS) (p. 34)

Academic Records/FERPA
- Access to academic records (p. 34)
- Name and address changes (p. 34)
- Federal Educational Rights and Privacy Act (FERPA) (p. 34)

Course Information
- Course repeats (p. 35)
- Remedial courses (p. 35)
- Cross-listed courses (p. 35)
- Course numbering (p. 35)
- Course prerequisites (p. 35)
- Curriculum requirements and course descriptions (p. 35)
- Undergraduate Curriculum Committee (p. 35)
- Course prefixes (p. 36)

Fees
- Excess credits (p. 26)
- Other fee information can be found in expenses (p. 26).

Grading System, Grading and Credit Policies, and Final Exams
- University grading system (p. 37)
- Pass/fail policy (p. 37)
- Credit by examination and retroactive credit (p. 37)
- Final exams (p. 38)
- Incomplete (I) grade (p. 38)
- Change of final grade (p. 38)
- Appeal of final grade (p. 39)
- Report of final grades (p. 39)
- Deans’ Lists (p. 39)
- Four-year graduation agreement (p. )
- Graduation fee (p. 39)
- Commencement participation (p. 39)
- Commencement honors (p. 39)
- Graduation honors (p. 39)
- Mailing diplomas (p. 40)

Registration and Scheduling
- Registration process (p. 40)
- Schedule changes after semester beings (p. 40) (drop/add/change of schedule policy)
- Class drops at an instructor’s discretion (p. 40)
- Class drops after the change of schedule period; see the individual course withdrawal policy (p. ) in the university’s withdrawal policies.
- Student credit load (p. 40)
- Student classifications (p. 40)
- Class attendance (p. )
- Audit policy (p. 41)
- Changing assigned college or school (p. 41)
- Undergraduate enrollment in graduate courses (p. 41)

Student Conduct
- Student disciplinary procedures (p. 41)
- Student honor code (p. 42)

Withdrawal
- Individual course withdrawal/drop (p. 42)
- Medical withdrawal (p. 42)
- Withdrawal from the university (p. 42)
- Military duty withdrawal from the university (p. 43)

Academic Eligibility - Undergraduate
- Retention standards policy (p. 33)
- Probation standards policy (p. 33)
- Academic ineligibility policy (p. 33)
- Appeals and petitions for academic matters policy (p. 34)
- Committee on Academic Policies and Standards (CAPS) (p. 34)

The retention, probation, and ineligibility standards are three separate policies calculated together to determine a student’s academic status. Retention standards explain how a student remains in good academic standing, probation standards explain how a student is put on academic probation and how students are treated if entering UWL on probation, and ineligibility standards explain how a student is declared academically ineligible to return to UW, along with the appeals process. It is important to remember that a student may meet the requirements of one policy but not satisfy the requirements of another. Therefore all eligibility policies should be reviewed in order to understand an academic status.

Specifically, the academic status of a student is determined by all of the following: semester grade point average (GPA), cumulative GPA, the number of credits attempted, and previous or current academic status.

Definitions of academic status as reported on students’ records:
• **Good Standing** — met minimum grade point average required
• **Probation I** — failed to meet minimum grade point average required at any time within 1-44 credits attempted
• **Probation II** — failed to meet minimum grade point average required after being previously placed on probation OR failed to meet minimum grade point average required after attempting 45 or more credits
• **Ineligible to Return** — Not eligible to continue at the university

### Retention standards

1. To remain in good standing, students’ cumulative GPAs must be 1.60 if they have attempted between 1 and 18 credits; 1.80 if they have attempted between 19 and 44 credits and 2.00 or above if they have attempted 45 or more credits.

2. To assist students in their orientation to university level work, the minimum acceptable standards for retention are defined as follows:
   a. Students placed on probation after attempting 1-29 credits shall be given two probationary semesters to attain good standing. Students failing to meet this standard will be declared ineligible to return.
   b. Students placed on probation after attempting 30 or more credits shall be given one probationary semester to attain good standing. Students failing to meet this standard will be declared ineligible to return.
   c. Continuing students who do not remain in good standing after the completion of any two probationary semesters shall be declared ineligible to return.

3. Transfer students are required to meet the retention standards prescribed in this section. These standards are based on the total number of transferable credits attempted at all colleges and universities.

4. No academic action is taken as a result of winter intersession or summer term attendance nor is the previous semester’s academic action impacted by winter intersession or summer term attendance.

5. Deficiencies in grade point averages and failing grades in courses taken at UW-L may be improved only by taking work in residence at the university.

| Grade point average (cumulative and/or semester) required to continue at UW-L |
|-----------------|-----------------|-----------------|-----------------|
| cumulative credits attempted | good standing if cumulative GPA not less than 1.60 | probation I or II if cumulative GPA less than 1.80 | ineligible if semester GPA less than 1.80 |
| 1-18             | 1.60            | 1.60            | 1.00            |
| 19-29            | 1.80            | 1.80            | 1.25            |
| 30-44            | 1.80            | 1.80            | 1.50            |
| 45 and beyond    | 2.00            | 2.00            | 1.50            |

### Probation standards

1. Students are placed on academic probation if their academic records do not meet the standard set by the university. Notice of probationary status indicates that improvement is necessary in order for students to attain the minimum cumulative grade point average of 2.00 required by the time they have attempted 45 credits or more.

2. Students will be removed from probation at the end of any term in which they attain the required cumulative GPA.

3. Policies regarding students entering on probation are:
   a. First years will be removed from probation if they attain a grade point average of 1.60 or more attempting 1-18 credits.

Thereafter, probation/retention status is determined on the same basis as for first years not entering on probation. First years who enter on probation and continue on probation are ineligible to continue beyond a second semester if their cumulative GPA is below 1.80 after attempting 44 credits.

b. Transfer students admitted on probation are allowed a maximum of two semesters in attendance to attain a grade point average that is equal to or exceeds the prescribed GPA. If they fail to do so, they are notified that they are ineligible to continue. Probationary status is removed if the cumulative GPA equals or exceeds the required standards.

4. Students who are on probation will have an academic probation registration restriction (negative service indicator) placed on their student record. Students must meet with the academic advisor of their primary major before registering for a new semester in order to remove this restriction.

### Academic ineligibility standards

1. When the given period of academic probation has passed and/or satisfactory progress has not been made in meeting the required academic standard of the university, students are declared ineligible to return. The required standards are:
   a. Students attempting between 1 and 18 credits will be declared ineligible if they earn a semester GPA below 1.00.
   b. Students attempting between 18 and 29 credits will be declared ineligible if they earn a semester GPA below 1.25 or are on probation for the second time and earn a cumulative GPA below 1.80.
   c. Students attempting between 30 and 44 credits will be declared ineligible if they earn a semester GPA below 1.50 or are on probation for the second time and earn a cumulative GPA below 1.80.
   d. Students attempting 45 or more credits will be declared ineligible if they earn a semester GPA below 1.50 or are on probation for the first or second time and earn a cumulative GPA below 2.00.

2. Students who have been declared ineligible to return will not be eligible for readmission to the university for at least one academic year. After one year, ineligible students may apply to the dean of the appropriate college or school for readmission. Students who have been declared ineligible to return, and then are readmitted at a later date, shall be given one semester of probation to attain good standing or become ineligible to return again.

3. Students who have been declared academically ineligible to continue at the university may request a hearing from the Committee on Academic Policies and Standards (CAPS) if it can be demonstrated that their academic suspension was due to factors beyond their control and that the causes have been removed. The written request should be directed to the committee in care of the dean of the college or school in which the student is enrolled.

4. The university does not permit students who have been suspended for academic reasons at any other campus to enroll until they are eligible for re-admission at their former campus.

5. It is assumed that students declared ineligible to continue at UW-L will not be admitted to other accredited colleges or universities during their period of ineligibility. Should they be admitted, and should they earn credits at another institution, UW-L reserves the right to disallow credit for courses taken elsewhere.
Appeals and petitions for academic matters

1. Academic status: Students who have been declared academically ineligible to continue at the university may request a hearing from the Committee on Academic Policies and Standards (CAPS) if it can be demonstrated that their academic suspension was due to factors beyond their control and that the causes have been removed. The written request should be directed to the committee in care of the dean of the college or school in which the student is enrolled. See above academic eligibility policies for more information.

2. Substitution for course or graduation requirement: Submit petition to the dean of the school or college in which enrolled. No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.

3. Time extension for make-up of an incomplete: Students should contact their instructor who, if approving the extension, will then contact the Office of Records and Registration on the student's behalf. See the university's incomplete (I) grade (p. 38) policy in "Grading System, Grading and Credit Policies, and Final Exams" for more information on incompletes.

4. Change of final grade: See the change of final grade (p. 38) policy in "Grading System, Grading and Credit Policies, and Final Exams."

5. Appeal of final grade received: See the appeal of final grade (p. 39) policy in "Grading System, Grading and Credit Policies, and Final Exams."

6. Time extension for program requirements: Submit petition to the dean of the school or college in which enrolled.

7. Appeal for exception to current academic policy: Submit petition to the dean of the college or school in which enrolled for action by CAPS.

8. Any appeal not covered above, but related to the academic activities of a department, should be made directly to the department chair who will apprise petitioning students of correct appeal procedures.

Committee on Academic Policies and Standards (CAPS)

CAPS is the faculty committee for formulating and reviewing local policies and standards for admissions and academic activity; ensuring equitable application of the standards by the colleges and schools; and developing procedures for hearing student appeals and petitions on academic matters. Membership of the committee consists of nine faculty and three students. The Director of Admissions and the Registrar serve as administrative consultants. The Chancellor selects an additional administrative consultant.

A full copy of the CAPS by-laws (http://www.uwlax.edu/facultysenate/ABP/bylaws.html#B_The_Academic_Policies_and_Standards_Committee) is posted on the UWL Faculty Senate website.

Academic Records/FERPA

Access to academic records

Academic records are confidential between the student and the university. Students may request transcripts of their permanent academic records at any time, provided they are not financially encumbered to the university. Transcripts may be requested in person, online (https://www.studentclearinghouse.org/secure_area/Transcript/to_bridge.asp?t=180914&LoginHome=to_home.asp), or by writing to the Office of Records and Registration. There is a fee for official transcripts. Transcripts will not be released without the student’s authorizing signature. Under no circumstances will partial transcripts be issued.

Name and address changes

It is the student’s responsibility to keep appropriate offices advised of changes. Campus (local) or permanent home (legal) addresses may be changed through the student’s WINGS Student Center. Official name changes must be done in the Office of Records and Registration, 117 Graff Main Hall, with proper identification.

Family Educational Rights and Privacy Act (FERPA)

Notice of rights of access to student records and directory information definition under the U.S. Family Educational Rights and Privacy Act of 1974, as amended.

UWL informs students of the Family Educational Rights and Privacy Act of 1974 as amended (FERPA), in all catalogs and online semester Timetables. This Act, with which the university intends to comply fully, was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the FERPA Compliance Office concerning alleged failures by the university to comply with the Act.

The university follows the national guidelines for compliance with the provisions of the Act. The university posts the procedures (http://www.uwlax.edu/Records/FERPA) online. The Office of Records and Registration maintains a directory of records, which lists all education records maintained on students by this institution.

The following categories of student information are public or "directory information." Such information may be disclosed by the institution for any purpose, at its discretion.

- Names, addresses, UWL email address, telephone numbers, attendance (full-time/part-time, classification) and school and/or college status.
- Previous institution(s) attended, past and present participation in officially recognized sports and activities, physical factors (height, weight, etc. for athletes).
- Major/minor fields of study, awards, honors (includes Dean’s List), expected graduation date, degree(s) conferred, date(s) awarded.

Currently enrolled students may withhold disclosure of information under FERPA. To withhold disclosure, students may log into their WINGS student center personal settings prior to the end of the second week of each semester or the end of the first week of a summer term. The university assumes that failure on the part of any student to make a specific request for the withholding of directory information, within the time period mentioned above, indicates individual approval for disclosure.

For more information, review the university's policy and implementation of the Family Education Rights and Privacy Act (http://www.uwlax.edu/Records/FERPA) (FERPA) or visit the Office of Records and Registration.
Course Information - Undergraduate

• Course repeat policy (p. 35)
• Remedial courses policy (p. 35)
• Cross-listed courses policy (p. 35)
• Course numbering policy (p. 35)
• Course prerequisites (p. 35)
• Curriculum requirements (p. 35)
• Undergraduate Curriculum Committee (p. 35)
• List of course prefixes (p. 36)

Courses listed in this catalog are subject to change through normal academic procedures. New programs/courses and changes in existing course work are initiated by departments or individual programs and approved by the appropriate academic dean, the Undergraduate Curriculum Committee, and the Faculty Senate. Additions to the curriculum for the ensuing years are published in the official Undergraduate Curriculum Committee minutes (http://www.uwlax.edu/facultysenate/committees/UCC.html) by Faculty Senate and are on file with the Office of Records and Registration.

Many course descriptions list the semester/year during which a course is normally offered. This serves as a guide; however, actual offerings may vary depending on staffing levels and enrollment demands.

Undergraduate course repeat policy

When an undergraduate course in which a student has previously earned a "D" or "F" is repeated, the grade earned in repetition will supersede the previously recorded grade. The original grades earned are never deleted from the permanent academic record when a course is repeated; however, such grades are dropped from the calculation of cumulative grade point average. It is thereby possible to improve a grade point average. Courses for which grades of "C" or better have been recorded may not be repeated.

In compliance with established university policy, failing grades and deficiencies in grade point averages may be removed only by taking work in residence at the University of Wisconsin-La Crosse. Courses may not be repeated at another institution and transferred to this university.

If a student withdraws from a course taken as a "repeat," the original grade earned will remain in the overall grade point average calculation.

Departments may designate courses such that class rank should not be considered with respect to registering to repeat a course.

Remedial courses policy

The UW System remedial education policy was approved by the Board of Regents in November 1988. Remediation data supports the notion that a high percentage of students needing remediation in the skills area (English/math) continue to be successful college students.

Placement and registration in English and math courses is determined by using the scores earned on the Wisconsin Regional Placement Exams and the American College Test (ACT). Students not demonstrating adequate competency in English and/or math will be required to enroll in a remedial course(s). ENG 050 Fundamentals of Composition, MTH 050 Basic Algebra, and MTH 051 Topics in Intermediate Algebra are courses designed for students whose test scores indicate a low probability for success in college-level courses. These credits do not count toward graduation. Any student may enroll in ENG 050 or MTH 050. Students who are required to take ENG 050 or MTH 050 must complete the requirement(s) prior to earning 30 degree credits or they will not be allowed to register in higher level English or math courses until they have successfully completed the remedial course(s). Students who place into MTH 045 or MTH 051 may be required to enroll in one of these courses for some majors; for other majors it is recommended. ENG 050 is graded pass/fail; MTH 050 and MTH 051 are letter-graded ("F" counts as credits attempted and is averaged into GPA; other grades do not).

Cross-listed courses

A course offered by more than one department that has the same course description, credits, and title but different prefixes (e.g., ECO/THA 376; BIO/MIC 714) is a cross-listed course. Students may earn credit only once for taking a cross-listed course.

Undergraduate course numbering policy

Courses with numbers in the 100/200 series are primarily for first years and sophomores; those in the 300/400 series, which normally carry a prerequisite, are primarily for juniors and seniors. Almost all courses in the 500 series and some in the 600 series are "slash" courses; they are graduate courses with a companion number in the 300/400 series and are open to upper level undergraduates who have earned at least 60 credits and graduate students. All courses with numbers in the 700 and 800 series, and some in the 600 series, are for graduate students only.

Undergraduate students must earn at least 40 credits in the 300/400 numbered courses. See university degree requirements (p. 64) for more information.

Course prerequisites

Course prerequisites, listed in the course description, indicate the academic preparation required for successful completion of the course. Occasionally students may have sufficient knowledge to enter courses without the formal prerequisites. In these circumstances, students may ask instructors for consent to enroll; all instructors retain the right to admit any student to their classes, subject to departmental policy. Students who do not meet the stated prerequisite(s) or the required class standing must obtain permission to enroll in a class. Students will not receive credit for courses for which they do not have the appropriate class standing, specified prerequisites, or permission to override the requirements.

Curriculum requirements

A statement of various major and minor course requirements (the curriculum) accompanies the list of courses offered in each department and/or program, with a few exceptions. In addition to major and minor course requirements, students also must meet general education requirements (p. 59), the applicable college/school requirements, and university degree requirements (p. 64) in order to earn an undergraduate degree.

Undergraduate Curriculum Committee

The Undergraduate Curriculum Committee (UCC) is the curriculum review faculty body for all academic programs at the baccalaureate level. Membership of this committee consists of nine faculty, with
Grading System, Grading and Credit Policies, and Final Exams - Undergraduate

The following is a list of course prefixes used by departments and programs at UWL. Each prefix is linked to courses carrying that prefix.

- ACC: Accountancy
- ANT: Anthropology
- ARC: Archaeology
- ART: Art
- AST: Astronomy
- BIO: Biology
- BUS: Business Administration
- CEI: Cooperative Education and Internships
- CHE: Community Health Education
- CHI: Chinese
- CHM: Chemistry
- CI: Curriculum and Instruction
- CLI: Clinical Laboratory Science
- CMP: Computational Science
- CS: Computer Science
- CT: Computational Thinking
- CST: Communication Studies
- CYC: Child Youth Care
- DOS: Medical Dosimetry
- DS: Data Science
- ECE: Early Childhood Education
- ECO: Economics
- EDM: Educational Media
- EDS: Education Studies
- EDU: Education
- EFN: Educational Foundations
- ENG: English
- ENV: Environmental Studies
- ERS: Ethnic and Racial Studies
- ESC: Earth Science
- ESL: English as a Second Language
- ESS: Exercise and Sport Science
- FIN: Finance
- FRE: French
- GEO: Geography
- GER: German
- GTL: Gerontology
- HED: Health Education
- HIS: History
- HIMT: Health Information Management and Technology
- HP: Health Professions
- HWM: Health & Wellness Management
- INS: International Studies
- IS: Information Systems
- LS: Liberal Studies
- MGT: Management
- MKT: Marketing
- MTH: Mathematics
- MIC: Microbiology
- MS: Military Science
- MLG: Modern Languages
- MUA: Applied Music
- MUS: Music
- NMT: Nuclear Medicine Technology
- NUT: Nutrition
- OT: Occupational Therapy
- PAS: Physician Assistant Studies
- PH: Public Health
- PHL: Philosophy
- PHY: Physics
- POL: Political Science
- PUB: Public Administration
- PSY: Psychology
- PTS: Physical Therapy
- RT: Radiation Therapy
- RDG: Reading
- REC: Recreation Management
- RTH: Therapeutic Recreation
- RUS: Russian
- SAA: Student Affairs Administration
- SAH: Science and Health
- SHE: School Health Education
- SOC: Sociology
- SPA: Spanish
- SPE: Special Education
- STAT: Statistics
- THA: Theatre Arts
- TSL: Teaching English to Speakers of Other Languages
- UWL: University-wide Learning
- WGS: Women’s, Gender and Sexuality Studies

(See graduate catalog (http://catalog.uwlax.edu/graduate) for graduate courses and program descriptions.)

Grading System, Grading and Credit Policies, and Final Exams - Undergraduate

- University grading system (p. 37)
- Pass/fail policy (p. 37)
- Credit by examination and retroactive credit policy (p. 37)
- Final exams policy (p. 38)
- Incomplete (I) grade policy (p. 38)
- Change of final grade policy (p. 38)
- Appeal of final grade policy (p. 39)
- Report of final grades policy (p. 39)
- Deans’ Lists policy (p. 39)
University grading system

Scholastic standing is determined by the grade point system. Grade points are used to determine an official scholastic average for each student. A semester grade point average is calculated by dividing the grade points earned by the number of credits attempted that semester. The cumulative average is the total number of grade points earned divided by the total number of credits attempted.

Undergraduates must maintain an average of 2.00 as the minimum standard for satisfactory work after attempting 45 credits. See the retention standards (p. 33) policy for more information about academic eligibility.

To successfully complete a course at the graduate level, a grade of "C" (or better) or "P" must be earned. No graduate credit will be applicable to a degree for courses completed with grades below "C".

**Note:** UWL grade point averages are determined only by grades in UWL courses. Probationary status and grade point deficiencies of students already matriculated at UWL may not be improved by enrolling in courses at other institutions.

Grading scale

Effective January 1994, the university adopted a seven-step grading scale with point values assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>AB</td>
<td>3.50</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>BC</td>
<td>2.50</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Additional university grades and grade points used but not part of the grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>incomplete / 0 (not counted as credits attempted)</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>in progress / 0 (not counted as credits attempted)</td>
<td></td>
</tr>
<tr>
<td>W, WP</td>
<td>withdraw passing / 0 (not counted as credits attempted)</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>withdraw failing / 0 (counted as credits attempted, averaged into GPA)</td>
<td></td>
</tr>
<tr>
<td>EP</td>
<td>emergency withdrawal / passing / 0 (not counted as credits attempted)</td>
<td></td>
</tr>
<tr>
<td>EF</td>
<td>emergency withdrawal / failing / 0 (not counted as credits attempted)</td>
<td></td>
</tr>
<tr>
<td>AS</td>
<td>audit satisfactory / 0 (not counted as credits attempted)</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>audit unsatisfactory / 0 (not counted as credits attempted)</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>satisfactory / 0 (counted as credits attempted)</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>unsatisfactory / 0 (not counted as credits attempted)</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>pass / 0 (counted as credits earned)</td>
<td></td>
</tr>
</tbody>
</table>

F: fail / 0 (counted as credits attempted; averaged into GPA)
F01 - F14: not active / 0 (counted as credits attempted; averaged into GPA). Student did not withdraw from the course officially, but failed to participate in course activities through the end of the period. There is insufficient evidence to make possible a meaningful evaluation of academic performance. The appropriate grade from the F01 to F14 range will appear as an "F" on the student record.

NR: no report / 0 (not averaged into GPA; the "NR" grade is posted for all missing grades)
PR: in progress for thesis, seminar paper, culminating projects / 0 (not counted as credits attempted)

1 The faculty Committee on Academic Policies and Standards (p. 34) has established EP and EF as grades that are to be utilized only for the emergency medical withdrawal of students and military call-ups. These grades will be recorded on the permanent academic record to indicate level of performance at the time of withdrawal; however, such grades will not be averaged into the student grade point average.

2 The "PR" grade is only used at the graduate level.

University pass/fail policy

1. Credits taken on a P/F basis will not be averaged into a grade point average if "P" is filed by the instructor. The credits will count as credits earned. An "F" will be averaged in and will be counted as credits attempted.
2. Specific courses are approved for pass/fail grading. Students do not have the option to request a graded course be taken as P/F.
3. A maximum of 21 credits of P/F course work can be used toward an undergraduate degree.
4. UW-L does not accept graduate transfer credit from other institutions in which a grade of "pass" was earned.

Students should realize that P/F graded courses might not be accepted in transfer to other institutions of higher learning. Professional schools are especially reluctant to accept P/F graded course work.

Some employers, principals, and/or superintendents may be unable to acknowledge credits or reward employees, especially graduate students working on advanced degrees, when course work has been taken under the P/F grading system.

Credit by exam and retroactive credit policy

For details on the ways to earn credit by examination and/or retroactive credit (http://www.uwlax.edu/Admissions/AP/IB/CLEP-credit/#anchorIB), newly admitted students should contact the Admissions Office and continuing students should contact the college or school in which they are enrolled.
University policy on credit by examination and retroactive credit

1. All credits earned by examination or through retroactive credit will have full academic value, i.e., they will count toward the total required for graduation and, if applicable, fulfill prerequisite requirements for advanced courses, general education requirements, college core requirements and/or major/minor requirements.

2. Credit will be entered but no grade will be recorded on the permanent academic record.

3. Credits earned in this manner will not be counted in determining the grade point average.

4. Credits earned by examination or by retroactive credit will not be counted as part of a student’s course load.

5. Restrictions:
   a. No student will be permitted to attempt to receive credit by examination or retroactive credit for a particular course more than once.
   b. A student may earn credits by examination or by retroactive credit from UW-La Crosse only after admission to and enrollment at UW-L. A student will be regarded as "regularly admitted and enrolled" after attending on a full-time or part-time basis and paying the appropriate fees in a regular semester or summer term.
   c. No one who has received a final grade in a course or an "incomplete" may earn credit by examination or retroactive credit for the same course.
   d. A student may not receive credit by examination or retroactive credit for a course they are auditing or have audited at UW-L.
   e. No student who has withdrawn from a UW-L course after the first four weeks may earn credit for the course by examination or by retroactive credit.
   f. Prior or concurrent enrollment in a course as reflected on a student’s transcript negates the opportunity for retroactive credit in that course.

Final exams policy

A finals week exists to allow students time to read, review, write, integrate, synthesize, and collaborate to maximize the student learning outcomes of courses. Instructors are encouraged to use finals week for significant papers, assignments, exams (cumulative or not; take-home or in class), etc. in order to allow students the maximum time to distribute their workload and attend to quality. For the sake of student learning, the last week of classes should not be used as a proxy for finals week.

A final examination will be given in each course within a special examination period except for one-credit courses, which will have exams scheduled at the last regular meeting of the class. The examination periods, dates, and times are found in the Office of Records and Registration's Final Exam Schedule (http://www.uwlax.edu/Records/Final-Exam-Schedule). Final exams for online courses will be administered by the published end date of the course. The nature and relative importance assigned to the final examination is determined by the instructor in charge of each course.

Any changes to the final examination policy above, including the published schedule, must be approved by the department chair and the dean of the school or college and will only be granted under extraordinary circumstances. Instructors may send requests to change an examination time via email to the chair of their department. If the department chair approved of the request, the chair will then forward the request to the dean.

No student will be required to take more than three final exams on the same day. If a night class is not involved, instructors of the fourth and subsequent exams on that day will be obliged to reschedule that student’s exam if the Office of Record and Registration certifies that such an overload exists. If a night class is involved, the night class and the student’s first two exams of the day will remain as scheduled and the other instructors will be obliged to reschedule their exams for that student.

Study Day: No final examination shall be given to any student on Study Day. Study Day is a day to prepare for the final examination period. No student activities of any sort with the exception of optional review sessions for final examinations shall be scheduled on Study Day. This includes make-up classes or tests, committee meetings involving students, and athletic practices or events.

University incomplete (I) grade policy

An incomplete (I) is a temporary grading symbol (not a final course grade) that may be reported for a student who carried a subject through the last date that one may withdraw from a course and then, because of illness or other unusual and substantiated cause beyond the student’s control, was unable to take the final examination or complete a limited amount of remaining course work.

In no case may an incomplete be recorded by an instructor for a student who, through personal fault, has failed either to complete the requirements of the course on time or failed to report for the final examination as scheduled.

Before an incomplete is reported, there should be, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully without attending class sessions again.

An incomplete (I) will be removed when the student submits all work due. An incomplete must be removed and a final grade recorded in the Office of Records and Registration no later than one calendar year (12 months) following the term in which the Incomplete was incurred, whether or not the student is enrolled.

In order to remove an incomplete, the student must make arrangements with the instructor for the satisfactory completion of the work remaining to be done in the course. This work was indicated on the "Incomplete Grade Request" that was submitted by the student and the instructor when the "I" was originally requested.

When the work has been completed, the instructor submits a final grade, which must also be approved by the department chair and the student’s dean. If the deadline for completion is not met, a grade of "F" will be recorded automatically at the time stated above. If the instructor indicated a grade other than "F" on the information sheet that was filed, that grade will be used instead of "F."

Note: A student should never register again for any course to remove a previously recorded incomplete unless the "I" grade has been converted to "F." This conversion of the "I" must be done prior to re-enrollment. The grade earned in repetition will supersede the "F" recorded, according to the established policy for course repetition.

Change of final grade policy

An instructor may request to change a final grade for an undergraduate course three semesters immediately following the close of the semester in which the grade is first recorded, excluding summer. The instructor and department chair authorize the change by signing a "Change of
Grades are submitted at the end of each term and are available to students through the WINGS Student Center. Academic action is taken at the end of each semester. Grades are not mailed; they are available electronically via the WINGS Student Center.

Students with unsatisfactory grades are expected to seek counseling and help with their studies. Available resources include the instructor(s), advisor, and department tutors. Student services staff, particularly Counseling and Testing Center personnel, will provide assistance on a confidential basis. First years, especially, are encouraged to seek help at the earliest sign of academic difficulty. The university assumes that students will communicate regularly with interested parties (e.g., parents) with respect to academic status and progress.

**Deans’ Lists**

To be eligible for inclusion on any honors list compiled and published by a dean’s office at the end of each semester, students must have earned not less than a 3.50 semester grade point average and have carried a minimum of 12 semester credits.

**Graduation/Commencement - Undergraduate**

- Undergraduate residence requirement policy (p. 39)
- Four-year graduation agreement policy (p. 39)
- Graduation fee (p. 39)
- Commencement participation (p. 39)
- Commencement honors policy (p. 39)
- Graduation honors policy (p. 39)
- Mailing diplomas (p. 40)

**Undergraduate residence requirement for graduation**

A minimum of 30 semester credits in residence at UW-L is required for graduation. The last 24 credits to be applied toward a degree must be earned as resident credits. The appropriate academic dean may give permission for seniors to earn not more than the last ten credits at another institution. A request to earn more than the last ten credits at another institution must be submitted to and approved by the faculty through an appeal by petition to the Committee on Academic Policies and Standards (CAPS).

1. Resident credit means credit registered for and earned through UW-L.

**Four-year graduation agreement**

Entering first years are offered the opportunity to participate in an agreement that ensures graduation within four years of initial enrollment. If a student satisfies all of the conditions of the agreement, but degree completion is delayed because the university did not fulfill its requirements of the agreement, then UW-L relieves the student of tuition for the required course(s) remaining after the four-year time period. Not all UW-L academic programs are included as part of this formal agreement. More information about the conditions of the four-year agreement is available from the dean’s office in each college. The agreement must be signed within the first seven weeks of the student’s initial enrollment when a student meet with a four-year agreement adviser.

**Graduation fee**

Upon completion of 95 semester credits toward the bachelors degree, a student is billed a graduation fee. This is a one-time fee assessed regardless of whether or not the student chooses to attend the commencement ceremony. Students earning a second degree are also assessed the graduation fee. The current fee amount (http://www.uwlax.edu/Cashiers/Tuition-and-fee-information) is available in the Cashier’s Office on the current tuition and fee schedule.

**Commencement participation**

Participation in commencement signifies that course work and all other degree requirements have been satisfied. Students who have not completed all degree requirements, but have a compelling reason to participate in commencement exercises early, may request permission to do so. Permission must be obtained from their college dean’s office at least a month prior to commencement. Commencement ceremonies occur each year in December and May.

**Commencement honors**

Commencement honors determine which students may wear an honor cord, also known as a fourragère, during commencement exercises. Commencement honors are noted beside students’ names in commencement programs.

Calculations for commencement honors and highest honors are based on grade point averages earned at the end of the last term in residence prior to the term of graduation. To be eligible as a baccalaureate candidate, a student must have earned no fewer than 45 semester credits in residence at UW-L prior to the beginning date of the term in which the student intends to graduate and 30 credits as an associate candidate. A student must have a cumulative grade point average of 3.50 to wear the honor cord or at least 3.75 to wear the cord designating highest honors. Only resident credits are used in the GPA calculation. Commencement honors are calculated for baccalaureate and associate degree candidates only.

**Graduation honors**

Graduation honors are posted on permanent academic records if students have earned no fewer than 60 semester credits in residence for a baccalaureate degree and 30 credits in residence for an associate degree at UW-L. A student must have a cumulative grade point average of 3.50 for graduation with honors or at least 3.75 for graduation with
highest honors at the end of the student’s last term in residence. Only resident credits are used in the GPA calculation. Graduation honors are calculated for baccalaureate and associate degree candidates only.

Mailing diplomas
Diplomas are mailed approximately six weeks after the ending date of the semester of graduation, to the current legal (home) address on the university computer system unless the Office of Records and Registration has been notified differently. All indebtedness to the university must be cleared before a diploma will be released.

Registration and Schedules - Undergraduate

- Registration process (p. 40)
- Schedule changes after semester begins (p. 40) (drop/add/change of schedule policy)
- Class drops at an instructor’s discretion policy (p. 40)
- Class drops after the change of schedule period: see the individual course withdrawal policy (p. ) in the university’s withdrawal policies.
- Student credit load policy (p. 40)
- Student classifications (p. 40)
- Class attendance (p. 41)
- Audit policy (p. 41)
- Changing assigned college or school (p. 41)
- Undergraduate enrollment in graduate courses policy (p. 41)

Registration process
The university has online registration via the WINGS Student Center (https://wings.uwlax.edu/psp/csprod/?cmd=login). Registration for the winter and spring terms begins in November; summer registration begins a week before fall registration in early to mid-April. A student’s enrollment date and time is located on his/her WINGS Student Center. The student may register at that assigned time or any time after, through the fifth day of classes (third day for a summer term) unless enrollment limits have been met. Continuing students must have a zero balance on their accounts. The registration system will not permit a student to enroll in a course for which a prerequisite has not been completed. The online Timetable (http://www.uwlax.edu/Records/registration) and WINGS Class Search have complete instructions for registration and schedule changes after registration. Some graduate programs require that students register through their advisors instead of using the WINGS system.

All students are charged a non-refundable registration fee each term they register for one or more courses. If a student drops all classes before the term begins, the student is still responsible for this fee.

University drop/add/change of schedule policy
The period of time between a student’s initial registration for any term through the first five days of instruction in a semester (three days during a summer session) is considered to be the “drop/add/change of schedule” period. During this time, a student may drop classes without affecting the permanent academic record. A student may also add classes or change sections, if the desired section is not closed. Neither the advisor’s signature nor the instructor’s signature is required for schedule changes during this period. The signatures of the department chair and the instructor will be required only if the student seeks to enter a class that is closed. Between the fifth and tenth days of instruction, to add a course, the student must obtain the instructor’s signature. After the tenth day of instruction, classes cannot be added except in unusual cases and then only with the consent of the instructor, department chair, and dean.

After the drop/add/change of schedule period, if a student withdraws from a course, the course withdrawal policy (p. 42) applies.

University class drops at an instructor’s discretion policy
A student enrolled in any course is expected to be in attendance from the first day or to have notified the instructor or Student Life that attendance is not possible. A student registered in a section who fails to attend the first two class sessions or provide proper notification may be dropped from the course at the discretion of the instructor.

An instructor who wishes to drop a student from a course during the first five days of instruction should complete a drop/add form and submit it to the Office of Records and Registration during the “drop/add/change of schedule” period. A decision by an instructor to drop a student from a class may not be appealed to any other individual or body in the university. A student should not assume that an instructor will use the discretionary drop if the student does not attend class. It is a student’s responsibility to withdraw from a class.

Undergraduate student credit load policy
The standard undergraduate load is 15 credits per semester. Credit loads of 19 or more constitute an “overload” and may be carried only if an application is made in writing and approved by the dean of the school or college in which the applicant is enrolled. Overloads are not approved for first semester first years or for any student with a cumulative grade point average less than a 3.25.

The standard undergraduate load during a 12-week summer term is 12 semester credits. This is the maximum number of credits that can be earned during the summer term. For winter intersession, a student may earn, as a maximum, the number of credits corresponding to the number of weeks in any interim session (i.e., three weeks: three credits).

To be considered full-time, undergraduate students must carry a minimum of 12 semester credits during the semester and six credits during summer term. Half-time is based on six credits for a semester and three credits for summer term. Credits carried on an audit basis do not count as part of a load to establish full-time or half-time status for any type of eligibility - sports, loans, etc. To qualify for federal student financial aid in the summer, students need to carry 12 credits to be full-time and six credits to be part-time.

UW-Extension Independent Learning courses taken during a regular term are considered part of an individual’s load for one term only. These courses, if properly approved, may count toward the undergraduate degree but are not averaged into the cumulative grade point average.

Student classifications

<table>
<thead>
<tr>
<th>Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>0-29 semester credits</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59 credits</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89 credits</td>
</tr>
</tbody>
</table>
Students are responsible to their respective instructors for all absences. If a student is absent an extended period of time (over one week), due to illness, family emergency, etc., the student should contact Student Life, 149 Graff Main Hall. That office will inform the instructors involved of the absence. This serves as notification only, not necessarily a formal excuse. It is the student’s responsibility to contact each instructor for make-up work, etc. There is no “cut” system. University regulations prohibit excusing students and the dismissal of classes immediately preceding or immediately following scheduled vacation or recess periods except in cases of commonly recognized and extreme emergencies.

University audit policy

Students may audit courses under the following arrangements:

1. Students must receive consent of the department chair and the instructor offering the course.
2. No change from audit to credit will be permitted after the first week of classes. No change from credit to audit will be permitted after the first half of a semester or summer session. Shorter courses have prorated deadlines.
3. No credit will be granted for any course that is audited. "Audit" will appear on the student’s permanent academic record. The "AS/AU" grading system is used for auditors. The grade will not affect a student’s GPA.
4. An audited course may be repeated for credit in another semester or term.
5. Appropriate tuition and fees are to be paid for the course.
6. Courses being audited are not usable to establish full-time or part-time status for any type of eligibility, such as for athletic participation, student grants/loans, or loan deferment.
7. Courses being audited may not be taken in excess of student load limits for credit generating courses without special "overload" permission from the student’s academic dean.
8. A course previously completed for credit may be audited in another term.

Changing assigned college or school

Undergraduate students, upon enrollment, are assigned immediately to one of the schools or colleges within the university for advisement, registration, and record-keeping purposes. They may transfer by meeting prescribed admission, curriculum, or other requirements of the new school or college of their choice. Intra-university transfers are initiated at the dean’s office of the college or school to which one wishes to transfer. Students wishing to transfer from one college or school to another must be in good academic standing at the time of the transfer. Students wishing to transfer who are not in good academic standing should consult with the dean’s office of the college or school to which they wish to transfer.

Admission and other requirements vary among the schools and colleges and their programs. Frequently, additional credits and time are needed to complete graduation requirements after a change of college or school. Students who decide to make such changes are responsible for familiarizing themselves with the requirements.

University undergraduate enrollment in graduate courses policy

Undergraduate students with senior status (at least 90 credits) who have at least a 3.00 cumulative grade point average, may enroll in a maximum of six graduate credits. These graduate level credits may not be used to satisfy requirements for a bachelor’s degree. Exceptions to these requirements must be approved by the Graduate Council. Maximum student credit load for dual enrollment (graduate/undergraduate) is 15 credit hours for a semester and eight credit hours for a summer term (standard university overload approval process applies). Undergraduate students are not allowed to enroll in graduate level MBA courses.

Students must submit written permission from the course instructor and their advisor, along with a graduate special non-degree application, to the Admissions Office prior to registering for a graduate course. Undergraduate tuition and fees are charged. Students in dual-degree programs must complete the graduate program application process and pay graduate tuition fees. Students are expected to purchase texts for graduate courses.

Student Conduct

Student disciplinary procedures

In 1989, the Board of Regents adopted an administrative code Chapter UWS 14, which covers academic misconduct. Its principles state, "The Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions."

The Board also revised Chapter UWS 17, which covers non-academic misconduct. In it, they state, "The Board of Regents, administration, faculty, academic staff, and students of the University of Wisconsin System believe that the teaching, learning, research, and service activities of the university can flourish only in an environment that is safe from violence and free of harassment, fraud, theft, disruption, and intimidation. The university has a responsibility to identify basic standards of non-academic conduct necessary to protect the community, and to develop procedures to deal effectively with instances of misconduct while observing the procedural and substantive rights of
students. Any person who violates state or federal laws on university property may face prosecution in the appropriate courts. In addition, students, faculty, or staff who violate university standards are subject to university disciplinary action.”

The procedures in both Chapters 14 and 17 describe the actions that the university may take in response to student misconduct; they define the conduct that is prohibited; and they outline the procedures that are to be used to resolve allegations of misconduct. The UWL student disciplinary procedures are identical to those in UWS 14 and UWS 17. These documents can be found in the UWL Eagle Eye (http://www.uwlax.edu/Student-Life/Student-handbook), also available in the Office of Student Life. It also includes UWS Chapter 18, “Conduct on University Lands,” which describes prohibited behavior and parking regulations.

Student honor code

We, the students of UW-La Crosse, believe that academic honesty and integrity are fundamental to the mission of higher education. We, as students, are responsible for the honest completion and representation of our work and respect for others’ academic endeavors. We, as students and responsible citizens of the City of La Crosse, will aim to uphold the integrity of the university throughout the La Crosse community. It is our individual responsibility as students to uphold these ethical standards and to respect the character of the individuals and the university.

Withdrawal Policies

-Individual course withdrawal/drop policy (p. 42)
-Withdrawal from the university policy (p. 42)
-Medical withdrawal policy (p. 42)
-Military duty withdrawal from the university policy (p. 43)

Individual course withdrawal policy

Any student may withdraw from a class until one week beyond mid-term of a semester or a summer session. All withdrawals from classes after the "drop/add/change-of-schedule" period are recorded with a "W" on the student’s permanent academic record along with the official date of withdrawal. (See the university drop/add/change of schedule policy (p. 40) for details on the add/drop/change of schedule period.)

Half-term courses or short-term courses have withdrawal time limits established on a basis prorated to withdrawal dates for a full-term course. The student must obtain either the advisor’s or the instructor’s signature during this time period. No student is permitted to withdraw from a class later than one week beyond mid-term of a semester or summer term. Only a grade of "F" or "I" may be recorded for any student who enters this time period and fails to complete a course. See the withdrawal from UWL policy (p. 42) for exceptions.

Failure to follow the prescribed procedures and to observe the prescribed time limits for withdrawal from classes will result in the recording of failing grades in discontinued courses. If a student withdraws from a course taken as a "repeat," the original grade earned will remain in the overall grade point average calculation.

Withdrawal from UWL policy

Withdrawal from the university is a matter of major importance. Students considering withdrawal from school, should discuss the matter with an academic advisor, program director, and/or dean prior to initiating action. The official date of withdrawal from all classes will be recorded on the permanent academic record if the student withdraws after classes begin.

Forms for withdrawing from the university may be obtained from Student Life, 149 Graff Main Hall. The forms provide a checklist which withdrawing students are expected to follow carefully. Withdrawal procedures must be fully completed before a withdrawal becomes official.

An official withdrawal entitles a student to a refund of fees when the withdrawal date falls within a refund period. The official date of withdrawal is the date the withdrawal form is received in the Records and Registration Office. A "W" (Withdrawal) will appear on the student’s academic transcript if the withdrawal date is prior to one week after mid-term of a given semester. A grade of "WP" or "WF" will appear if the withdrawal falls after the mid-term point. A grade of "WF" will be averaged into the GPA. Withdrawal from the university is not allowed after the three-quarter point of the term. Students who withdraw after classes have begun will be charged a withdrawal fee (https://www.uwlax.edu/Cashiers/Refund-information).

An unofficial withdrawal will result in recording failing grades in discontinued courses and in encumbering of student records if the following obligations to the university have not been met: release from graduate assistantship obligations, if appropriate; returning books to textbook service and Murphy Library; returning other university supplies and/or equipment issued during preceding periods of regular enrollment; clearing a record through an exit interview in the Financial Aid Office, if applicable; and securing a final clearance in the Cashier’s Office with respect to any refund(s) which may be due or obligations unfulfilled regarding university fees, housing or food service arrangements, or accounts, and relinquishing the student identification card.

In some cases, students may request an emergency medical withdrawal from the university. See policy (p. 42) above.

Note: Pursuant to the regulations of Title IV of the Federal Higher Education Act of 1965, as amended, students who receive student financial aid and receive all F1-F14 grades (recorded as F’s) will be subject to the federal Title IV Return of Funds Policy. These students may be required to return funds to the student financial programs and may also be liable for repayments directly to UW-La Crosse.

Medical withdrawal policy

Emergency medical withdrawal may be initiated by a student or authorized agent at any time. Either a complete withdrawal from all courses at the university or a partial withdrawal from some courses may be requested. The withdrawal request must be supported by a letter from a health care provider which describes the limitations on the student’s continued participation in courses. The nature of the limitations may necessitate withdrawal from some courses but allow continued participation in other courses. The limitations will form a consistent standard for withdrawal that can be applied to all courses in which the student is currently enrolled. The Student Health Center will verify the authenticity of the support letter and will notify Student Life. For undergraduate students, Student Life will consult the appropriate academic dean and instructors. For graduate students, Student Life will consult the appropriate academic dean, the Director of Graduate Studies, the appropriate graduate program director, and all of the student’s instructors. If the withdrawal is granted, Student Life will notify the Records and Registration Office and the Cashier’s Office. When the withdrawal is completed, the Records and Registration Office will notify instructors if a grade is required.
For courses in which the student has withdrawn, the permanent academic record will show no credits were earned. However, the status of the student's grades at the time of the withdrawal will be posted. The record will show one of the following grades submitted by the instructor: "EP" (emergency withdrawal passing) or "EF" (emergency withdrawal failing). Such grades will not be included in the computation of the term or cumulative grade point average.

Any exception to the policies of the emergency medical withdrawal must be appealed to the university's Committee on Academic Policies and Standards (p. 34) (CAPS).

Military duty withdrawal from the university

Military duty withdrawal applies to those students who are ordered to active duty (i.e., active duty Reserve, National Guard), not to individuals who voluntarily enlist. A copy of the orders/activation papers must be submitted to Student Life, 149 Graff Main Hall. The staff in that office will provide assistance and guidance with the withdrawal process, which may occur at any time. Depending on when the withdrawal is effective, options are available for complete or partial withdrawal with grades of "EP" and "EF," for accepting normal letter grades, or for "Incomplete" grades.

Refunds will be calculated based on dates and options selected. More information can be found in the university's full Military Duty Withdrawal Policy (http://www.uwlax.edu/Records/Veteran-students).
Continuing Education and Extension (CEE)

Director: Penny Tiedt
205 Morris Hall
608.785.6500 or 866.895.9233
Email: conted@uw lax.edu

www.uwlax.edu/conted

Continuing Education and Extension (CEE) works with faculty and departments to extend the instructional, research, and public service resources of UW-L to individuals and organizations in western Wisconsin communities and in other parts of the state. Some programs attract national and international audiences.

Graduate and undergraduate credit courses are offered off campus for part-time students, primarily K-12 educators, and health and human service professionals. Collaborative, online bachelor’s degree and master’s degree completion programs.

Conferences, workshops and other non-credit instructional programs are conducted for selected professional audiences, as well as the general public. A non-credit certificate program is offered in autism spectrum disorders. Learning in Retirement programs are offered specifically for older adults. Continuing education units (CE units) or health education continuing education contact hours (CECHs) are awarded when appropriate.

Science, humanities, and arts enrichment classes also are offered for upper elementary, middle, and high school students. Test preparation courses are also offered for ACT, GRE, GMAT, and LSAT.

Credit outreach courses and most non-credit instructional programs are offered in partnership with UW-Extension. Distance learning technologies are used for selected audiences.

CEE staff work with faculty and off-campus individuals to host conferences and annual meetings of professional associations and other organizations.

Degree programs

Online collaborative undergraduate degree programs:

- Health Information Management & Technology - Bachelor of Science
  - Collaboration includes: University of Wisconsin-Extension, UW-Green Bay, UW-La Crosse, UW-Parkside, and UW-Stevens Point
  - Bachelor of Science in Health Information Management & Technology (HIMT) collaborative program (http://himt.wisconsin.edu)
  - UW-La Crosse curriculum (http://catalog.uwlax.edu/undergraduate/informationsystems/healthinformationmanagementandtechnology)

- Health and Wellness Management - Bachelor of Science
  - Collaboration includes: University of Wisconsin-Extension, UW-La Crosse, UW-River Falls, UW-Stevens Point, and UW-Superior
  - Bachelor of Science in Health and Wellness Management (HWM) collaborative program (http://hwm.wisconsin.edu)
  - UW-La Crosse curriculum (p. 454)
Cooperative Education and Internships

Internships help students integrate the classroom with practical experience through work related to their academic and occupational goals. These experiences, for which a student can receive credit, include working for regional, national, and international businesses, government agencies, and community and non-profit organizations.

To participate in the Cooperative Education and Internship Program, students must meet grade point average and course prerequisites. Students must be at their internship site during the academic term for which they are registered for internship credit. Thirty internship credits may be taken and recorded on the academic record; however no more than 15 credits are applicable to a degree. Students should contact the Career Services Office (http://www.uwlax.edu/career-services) during their sophomore year to learn more.

This section does not apply to internships in teacher certification programs, health, exercise and sport science non-teaching programs, nutrition, recreation, or graduate programs.

Departmental internships

Click on the course for the course descriptions and possible prerequisites, which are also listed under the appropriate departmental and/or program section.

- Accounting - ACC 450 College of Business Administration Internship
- Anthropology - ANT 450 Internship in Anthropology
- Archaeology - ARC 450 Internship in Archaeology
- Art - ART 450 Internship in Art
- Biology - BIO 450 Internship in Biology
- Child Youth Care - CYC 450 Internship in Child/Youth Care
- Communication Studies - CST 450 Internship in Communication Studies
- Economics - ECO 450 College of Business Administration Internship
- English - ENG 450 English Internship, ENG 452 Professional Writing Practicum
- Environmental Studies - ENV 450 Internship in Environmental Studies
- Finance - FIN 450 College of Business Administration Internship
- Geography/Earth Science - GEO 450 Geography Internship/ESC 450 Geography Internship
- History - HIS 450 History Internship/Field Experience
- Information Systems - IS 451 CBA Management Information Systems Internship
- International Business - IB 450 International Business Internship
- Management - MGT 450 College of Business Administration Internship, MGT 452 College of Business Administration International Internship
- Marketing - MKT 450 College of Business Administration Internship
- Microbiology - MIC 450 Internship in Microbiology
- Modern Language - FRE 450 National/International Intern Program/GER 450 National/International Intern Program/SPA 450 National/International Intern Program (listed separately under French, German and Spanish)
- Teaching English to Speakers of Other Languages - TSL 450 TESOL National/International Internship Program
- Physics and Astronomy - PHY 450 Physics and Astronomy Internship/AST 450 Physics and Astronomy Internship
- Political Science - POL 450 Internship in Political Science, POL 451 Internship in Criminal Justice
- Psychology - PSY 450 Fieldwork Experience in Psychology: Undergraduate Internship
- Sociology - SOC 450 Internship in Sociology, SOC 451 Internship in Criminal Justice
- Theatre Arts - THA 450 Internship in Theatre Arts
- Women, Gender and Sexuality Studies - WGS 450 Internship in Women's Studies
Campus Organizations and Activities

A university education consists of more than what goes on in the classroom. A great deal of learning takes place through involvement in organizations, research, and community service. Students have an abundance of choices to develop leadership skills, form relationships, volunteer, make a difference, and have fun.

Campus resources include helpful information about UWL academic organizations along with some community resources. The on-campus life section has information on how students can get involved and make the most of their college experience.

Campus Resources

- Academic advising (p. 46)
- Academic Advising Center (p. 46)
- The ACCESS Center (p. 47)
- Campus Climate (p. 47)
- Campus safety and parking (p. 47)
- Career Services (p. 47)
- Child Center (p. 48)
- Cooperative Program with Viterbo University (p. 48)
- Counseling and Testing Center (p. 48)
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  - The Murphy Learning Center (p. 54)
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- Veterans Educational Benefits (p. 54)

Academic advising

Faculty advisers are assigned to each student based on academic major. Advisor assignments can be found in the WINGS Student Center. Advisers may be consulted for major and career choices and concerns, course sequencing and selection, and a variety of other issues. Students should schedule a minimum of one conference per semester with their advisers. Frequently this is done when planning next semester’s class schedule.

Other advising resources include the Academic Advising Center, Career Services Office, and the Counseling and Testing Center. The staff in these offices provide academic, career and personal counseling, and make referrals when appropriate. These resources, particularly the Academic Advising Center, are useful for students who have not declared an academic major or are uncertain about a major or career.

Academic assistants to the deans are knowledgeable about university policies and procedures. They assign faculty advisers and notify students of their academic status. They determine whether students have completed all General Education, college core, major, minor, and university requirements for graduation. You should schedule an appointment with the assistant in your college dean’s office one semester prior to graduation to confirm that all requirements will be met.

The Advisement Report (AR) is an important advising tool and is available in the WINGS Student Center under “Academic Requirements.” The AR identifies requirements that have been completed and those that remain. Using your AR is the best way to ensure that you are taking exactly the courses you need for graduation. You may be thinking of changing your program of study and wonder how that change would affect your progress. You can use the What If AR to set up and request a simulated or “what-if” advisement report based on alternate programs of study. This provides an opportunity to determine how one’s courses fit into a different major, and what requirements would need to be met. ARs are available in the online WINGS Student Center. If you have any questions about how your courses are applying in the AR, please see your dean’s office.

Academic Advising Center

1140 Centennial Hall
608.785.6950
advising@uwlax.edu
www.uwlax.edu/Academic-Advising-Center

The University of Wisconsin-La Crosse Academic Advising Center is committed to providing all students developmental academic advising grounded in teaching and based on valuing a liberal arts education. Through this process, students develop the skills and self knowledge to be adaptable and reflective life-long learners. This results in the ability to set personal goals and to make intelligent educational, career, and life choices to achieve those goals.

Undeclared majors: Most of the center’s work is focused on students who have not decided on an academic major. In addition to a staff of professional advisers, there are resources to assist with academic and career decision-making, including Career Locker and other web-based programs that can help students explore their interests, values, skills, potential majors and occupations. Staff members meet individually and in group advising sessions to assist students with their majors and career choices, course registration, Advisement Reports, general education requirements and academic policies and procedures.

Declared majors: The Academic Advising Center staff supports the advising that is carried out by faculty and academic staff in the colleges,
departments, and other academic units. While students who have declared their major/minor should meet every semester with their designated faculty adviser, they are also welcome to utilize the services of the Academic Advising Center.

The ACCESS Center
165 Murphy Library Resource Center
608.785.6900
www.uwlax.edu/access-center

The ACCESS Center provides services to students attending The University of Wisconsin-La Crosse who have a documented disability.

The ACCESS Center staff will meet with students and - based on documentation - determine appropriate academic accommodations to help you accomplish your academic goals and give you the support you need through graduation.

If you have a physical, sensory, psychological, or learning disability that is challenging you, get the support and assistance you deserve to help make the most of your education and campus life activities.

Campus Climate
1120 Centennial Hall
608.785.5094
www.uwlax.edu/campus-climate

Formed in 2005 as a project of Plan 2008, the Research & Resource Center for Campus Climate envisions a campus environment where the individual and collective are committed to welcoming, including, and engaging the experiences and perspectives of all. Through fostering dialogue, respect, critical thinking, personal growth, and social action, we believe in the power of awareness, the strength of understanding, and the potential of bridging cultures across difference. To that end, our mission is to facilitate, sustain and advance an organizational culture and climate that supports principles of social justice, equity, inclusion and community.

A couple of our most recognized efforts include:

AWARENESS THROUGH PERFORMANCE (http://www.uwlax.edu/Campus-Climate/Awareness-through-Performance-%28ATP%29) - Awareness through Performance is a student group that works toward promoting greater consciousness around social justice, diversity, and climate issues on the UW-L campus and beyond. Using the stage as their forum, students creatively challenge systems of privilege and oppression and strive to plant seeds of social responsibility, inspire critical thought, and spark a campus-wide conversation.

HATE & BIAS RESPONSE (http://www.uwlax.edu/Campus-Climate/Hate-Response-Team) - The Hate Response Team (HRT) exists to combat the many forms of hate/bias and all manifestations of prejudice and intolerance through consistent assessment of the campus climate, proactive educational efforts for all, and comprehensive response and counsel to the individual and collective impacted by hate/bias. Through the online Hate/Bias Incident Report (http://www.uwlax.edu/Campus-Climate/Hate/Bias-Incident-Report), the Hate Response Team seeks to collect information on any and all incidents of hate, bias and discrimination motivated by a person's actual or perceived identity, which could include race, ethnic background, nationality, sex, sexual orientation, gender identity, gender expression, disability, or religious affiliation.

Campus safety and parking

Police Services
605 17th St. N.
608.789.9000
www.uwlax.edu/police

The University Police Department exists for the protection of people and property within and adjacent to the university community. The staff of certified (commissioned) police officers strives to provide a safe and secure campus environment. This is done through enforcement as well as engaging in activities with the Student Life Office and Residence Life Office to promote safety and responsible behavior. The officers are available 24 hours a day, seven days a week.


Campus Parking
605 17th St. N.
608.785.8061
www.uwlax.edu/parking/

This unit also works with the campus parking office. Parking space is very limited. Lots designated as commuter parking for students and staff are controlled by permits sold on a first-come, first-served basis. Residence hall parking permits for students living on campus are sold on a priority basis, depending on students' year in school.

Career Services
1140 Centennial Hall
608.785.8514
www.uwlax.edu/career-services

The Career Services Office assists students in finding meaningful careers. The following services are available to assist in this process:

Career Advising: Students can meet individually with a career advisor to discuss career exploration, job and internship search strategies, resume and cover letter writing, interviewing skills, and graduate school application process.

Career Events: Each year, Career Services coordinates several major career events that allow students to meet employers on an informal basis to discuss career options, internship positions, and employment opportunities.

Online Services: From the Career Services' home page, students can view and apply for regularly updated internships and jobs, sign up for on-campus interviews and upload resumes for employers to view online. The home page also provides a complete schedule of Career Services sponsored career fairs, events and workshops, extensive "how to" information for resume writing, cover letter writing and interviewing, links to the top job web sites and major employer home pages, graduate and professional school information, links to career guidance information, and an annually updated report on employment information of recent UWL graduates.

On-Campus Interviewing: Employers from business, industry, government, and education visit the campus to interview students for employment opportunities.

Cooperative Education and Internship Program: Internships help students integrate the classroom with practical experience through work related to their academic and occupational goals. These experiences, for which a student can receive credit, include working for regional, national,
and international businesses, government agencies, and community organizations.

To participate in the Cooperative Education and Internship Program, students must meet grade point average and course prerequisites. Students must be at their internship site during the academic term for which they are registered for academic credit. Thirty credits may be taken and recorded on the academic record; however, no more than 15 credits are applicable to a degree. Students should contact the Career Services Office during their sophomore year to learn more.

Departmental internships are also offered. See Cooperative Education and Internships (p. 45) for a list of the departments.

**Child Center**

Eagle Rec Center  
608.785.8813  
www.uwlax.edu/campus-child-center

The Campus Child Center was established in 1985 to provide care for the children of University of Wisconsin-La Crosse students, staff, and faculty. The Center has built and maintained a reputation for providing quality care to the families they serve. For more information, visit the Campus Child Center (http://www.uwlax.edu/campus-child-center).

**Cooperative Program with Viterbo University**

The University of Wisconsin-La Crosse and Viterbo University, also located in La Crosse, have an agreement for inter-institutional cooperation. The program is designed to enhance the educational opportunities for students of both institutions and to optimize the use of personnel, financial, and physical resources. Authorized students from each institution will be allowed to enroll in selected courses at the other institution.

Specific conditions:

1. Enrollment of any student in any course will be contingent upon the written permission of both institutions.
2. Students must be enrolled as full-time students at their home institution to be eligible for participation in the program.
3. Priority will be given to students from the home institution in courses where enrollments are limited.
4. Students will be allowed to carry a maximum of six credits at the sister institution.
5. Payment of general tuition and fees will be made at the institution at which the student is enrolled full-time.
6. Any special course fees, i.e., for laboratories, physical education, etc., will be paid at the institution at which the course is taken.
7. Only under special circumstances will students be allowed to enroll in courses at the sister institution that are available at the home institution. This will be determined on a case-by-case basis.
8. Summer and winter terms are excluded from the agreement.

If you are interested in participating in the program, contact the Cooperative Program Advisory Coordinator in the College of Science and Health, 205 Graff Main Hall.

**Counseling and Testing Center**

2106 Centennial Hall  
608.785.8073  
www.uwlax.edu/counseling-testing

The Counseling and Testing Center (CTC) offers a wide range of mental health and testing services designed to help college students adjust to the university environment and cope with emotional and psychological difficulties, as well as academic and social pressures. The CTC is also home to a Relaxation Room equipped with reclining chairs and massage pads, as well as computer-based biofeedback, guided relaxation, and music programs.

Individual counseling provides an opportunity to talk with a professional counselor about any topic or personal concern. Groups and workshops help students learn new interpersonal skills, improve study skills, or discuss personal concerns in a safe and supportive atmosphere. Couples therapy is also offered when indicated by treatment needs. The CTC staff works closely with the physicians, nurse practitioners, and the psychiatric provider at the Student Health Center to coordinate any medical care that might be needed. Information shared in counseling sessions is confidential in accordance with Wisconsin Statutes.

Our professional staff consists of psychologists, counselors, and supervised professionals-in-training. Staff members have considerable experience in working with college students and use various short-term methods of individual and group counseling to help students achieve their goals. The CTC is a training site for graduate level practicum and intern students, as well as post-doctoral psychology fellows who work under the supervision of licensed professional psychologists and counselors. We strive to empower students to recognize and improve their own capacity for wellness and healing. Our staff believes that good mental and emotional health are imperative to both academic and interpersonal success. Most counseling center services are funded by student segregated fees and are available to all currently enrolled students.

Several national testing programs are administered for UWL students and community members in a paper/pencil format. Available exams include the ACT, CLEP, CHES, LSAT, Miller Analogy, SAT, and Wisconsin Placement Tests. The Counseling and Testing Center also serves as a computer-based testing center for Castle World Wide, PAN (Performance Assessment Network), and Pearson/VUE. The GRE, Praxis/PPST, TOEFL and MCAT exams are available through agreement with Education Testing Service. As a member of the National College Testing Association’s Consortium of College Test Centers, CTC also provides proctoring for UWL students and community members for those who are taking correspondence, online or distance courses, in addition to those individuals needing professional certification for employment. For more information on proctoring services, see the National College Testing Association (http://www.ncta-testing.org/cctc).

**First Year Experience**

149 Graff Main Hall  
608.785.8055  
www.uwlax.edu/first-year-experience

Student Life - First Year Experience coordinates programs such as START, New Student Orientation, and Family Weekend. It exists as a resource to assist in the transition of new students and their families by building partnerships through communication, programming, and resources. Please call, email, or drop-by to ask a question or to chat about your experience as a new student at UWL.

**Information Technology Services (ITS)/Help Desk**

Information Technology Services  
Wing Technology Center
www.uwlax.edu/its

Eagle Help Desk
103 Wing Technology Center
608.785.8774
helpdesk@uwlax.edu
www.uwlax.edu/its/Eagle-Help-Desk

ITS provides our campus community with the technology necessary to facilitate and enhance learning through these services: computer labs and classrooms, personal file storage, distance education, lecture capture, Eagle Help Desk, EagleApps (email) powered by Google, network, and personal file storage. Students can access their academic information, tuition, and fees and register for classes online using WINGS. Many courses offer online resources through Desire2Learn (D2L), the campus supported course management system. Many of these resources are available on or off campus through a web browser. Computing and network information resources are widely used to support instruction, research, student services, and communication and to create a community of shared inquiry. Principles of responsible use, to which all users are bound, are included in the student (http://www.uwlax.edu/ITS/Student-technology-guide) and staff (http://www.uwlax.edu/ITS/Faculty-and-staff-technology-guide) handbooks.

ITS open computing access labs (http://www.uwlax.edu/ITS/Computer-classrooms-and-labs) are located in Murphy Library and Cartwright Center. The labs have computers using Windows 7 and Macintosh operating systems. A wide variety of application software including Microsoft Office is available. Pay-for-print laser printing is available in ITS computing rooms, and the Eagle Help Desk has more information about printing on campus (http://www.uwlax.edu/ITS/Pay-for-print).

The Eagle Help Desk provides free technical assistance. Assistance is available by phone, email, live chat, web, or on a walk-in basis. For self-help and more support resources, please visit the Help Desk (http://www.uwlax.edu/ITS/Eagle-Help-Desk).

The campus network reaches all buildings, including residence halls. Residence halls have individual network connections in each room; plus, a computer lab in each hall is available to residents. Wireless network connectivity is available in all academic buildings, residence halls, and many public areas on campus, both inside and outside, for students with mobile computers.

International Education & Engagement
1209 Centennial Hall
608.785.8016
www.uwlax.edu/international-education

International student services

International student advisors are located with International Education & Engagement. The advisors play an important role in assisting new international students in their adjustment to UWL and life in the United States. Although a primary function is advising students on immigration regulations, International Education and Engagement and the international student advisors provide other important services:

- Pre-arrival information containing details about transportation and arrival, health insurance, housing, life in La Crosse, and orientation.
- Orientation programs scheduled each semester before classes to acquaint new students with university academics, facilities, procedures, life in La Crosse, money and banking, immigration laws, and campus and community organizations.
- Administration of U.S. Citizenship and Immigration Services (USCIS), Department of Homeland Security (DHS), and Department of State (DOS) regulations in areas such as work authorization, transfer of schools, practical training authorization, and extension of stay.
- Referral services to other university offices and community agencies.

The international student advisor serves as a liaison with other organizations that provide international students various opportunities to meet and interact with people from UWL and the La Crosse community. One organization is the La Crosse Friends of International Students (LFIS). LFIS is an organization actively involved with international students at UWL. This group organizes welcome activities for new international students and coordinates Friendship Families for all interested students.

UWL offers many recognized university student organizations (https://uwlnyorgs.collegiatelink.net) to domestic and international students. Membership provides an opportunity to become involved on campus and in the community. Many of these activities emphasize educational, social and cultural sharing, as well as the development of a more global campus perspective.

Academic programs abroad

UWL and International Education & Engagement offer students a range of academic programs for full university credit at leading universities well matched to the needs and interests of UWL students. Program costs are, on average, comparatively less than many other university programs nationwide.

The university encourages students to study in a foreign country to enrich their university training and enhance career opportunities. International study programs provide special opportunities for advanced study of the humanities, social sciences, international business, and the arts. Language study programs are coordinated with modern language course work at UWL so that students may continue their progress in an appropriate sequence.

International Education & Engagement has a resource room with information on UWL programs including course catalogs, videos and host country information. Study abroad ambassadors are also available during regular office hours to share a student perspective on study abroad experiences in a variety of countries and programs.

Academic program abroad categories

1. Exchanges permit students to enroll directly at a foreign university for a semester or year by "trading places" with a student who may come to UWL from that university. Exchange students take standard classes in the curriculum and otherwise participate fully as regular students at the host university.

2. Study abroad programs also allow students to enroll directly at a foreign university but under the auspices of a specially designed program to accommodate American students.

3. Provider programs are study abroad companies that offer international programs for American students. Their sites may be affiliated with a foreign university or designed as a study center exclusively for American students.

4. Faculty-led programs are short-term credit-bearing programs (summer, winter intersession, or spring break) led by UWL faculty which allow students to focus on specific issues, themes, or world regions. Destinations may vary each academic year.

5. Service learning programs are non-credit bearing study tours that offer students the opportunity to take part in a volunteer or service learning experience abroad.
Listed below are the principal academic programs abroad currently available to UWL students:

- Australia
- China
- Denmark
- Egypt
- France
- Ireland
- Germany
- Israel
- Japan
- Mexico
- National Student Exchange Program (NSE) - domestic placements
- Norway
- Spain
- Sweden
- United Kingdom (includes Scotland)

- Worldwide
  - Academic Programs International (API)
  - Cultural Experiences Abroad (CEA)
  - Council on International Educational Exchange (CIEE)
  - International Studies Abroad (ISA)
  - International Student Exchange Program (ISEP)
  - International Internship Programs
  - International Undergraduate Research (http://www.uwlax.edu/urc/Funding/URCC_grants.htm)

Academic requirements

Selection of the appropriate program for each student requires careful consideration of the academic, personal, and financial factors that determine a successful international experience. Group and individual advising sessions with the study abroad staff assist students in choosing an appropriate program. Applicants for academic programs abroad are expected to have a good record of academic achievements. UWL requires a minimum grade point average (GPA) of 2.50 and successful completion of one semester on campus. However, some programs may require a higher GPA and class standing in order to be eligible.

Upon acceptance into a semester or academic year program, students are required to enroll in INS 250 Orientation to Study Abroad (1 cr.), a course designed to prepare students for a successful international experience. This course examines educational, cultural, political, and other issues that affect a student's adaptation to foreign environments. Students may also elect to enroll in INS 251 Study Abroad Practicum: Journaling (1 cr.) while abroad, and INS 252 Cross-Cultural Reentry From Study Abroad (1 cr.) upon return, which taken together fulfills a general education requirement.

Academic credit is awarded for all programs, subject to approval of transfer by specific departments. These grades are calculated in a separate transfer GPA and are not included in the student's overall GPA. Programs offering UWL resident credit will be included in the overall GPA.

Students wishing to participate in non-UWL study abroad programs may do so pending review and approval by International Education & Engagement.

Cost and financial aid

The university makes every effort to provide academically sound exchange and study abroad programs at reasonable costs. Exchange program fees may be based on tuition, room, and board at UWL with some additional administrative fees. Study abroad program fees are set by the sponsoring institution. Students may apply financial aid to the cost of the programs. Wisconsin residents are eligible for a need-based grant of up to $2,000. Veterans benefits may apply as well. In addition to financial aid, International Education & Engagement has information on several scholarships and grants that may be used to offset the cost of studying abroad.

La Crosse Exercise and Health Program (LEHP)

221 Mitchell Hall
608.785.8683
www.uwlax.edu/La-Crosse-Exercise-and-Health

The LEHP program, in conjunction with the La Crosse area medical profession, comprises two community service units, Adult Fitness and Cardiac Rehabilitation, as well as professional units in Research and Educational Services. Based on laboratory evaluations, individualized programs of diet and exercise are developed by UWL faculty and technicians in cooperation with area medical personnel. Graduate assistants and undergraduate fitness majors assist during exercise periods in the Mitchell Hall pool and field house or during individual testing sessions in the Human Performance Laboratory. The LEHP offers an opportunity for practical experience, particularly to students who major in exercise and sport science and health education. Both the graduate degree program in clinical exercise physiology and the undergraduate program in exercise and sport science-fitness emphasis enroll students who rely heavily on the LEHP units for their clinical work and supervision opportunities.

La Crosse Medical Health Science Consortium, Inc.

3065 Health Science Center
608.785.5150
www.lacrosseconsortium.org (http://www.lacrosseconsortium.org/content/c/home)

The La Crosse Medical Health Science Consortium (LMHSC) is an alliance of Mayo Clinic Health System-Franciscan Healthcare and Gundersen Health System, the University of Wisconsin-La Crosse, Viterbo University, Western Technical College, the La Crosse County Health Department, and the School District of La Crosse. The medical and higher education partners formed the Consortium in 1993 to provide a means for working collaboratively to provide better healthcare, strengthen the healthcare workforce, and encourage strong health science research initiatives. The Consortium continues to work toward these goals through collaborative projects in population health improvement, nursing, clinical placements, cultural competency, and workforce issues in 20 counties of Wisconsin, Iowa, and Minnesota.

The Consortium is located in, and operates, the $27.1 million Health Science Center (HSC), which opened in 2000. The HSC was built with the support of the five founding partners, the State of Wisconsin, and generous private donations. It houses classrooms and teaching laboratories, research labs, faculty offices, and meeting rooms used by UWL, Western, and Gundersen Health System. It is also home to the Student Health Center, which serves both UWL and Western students,
and La Crosse Community Dental, a nonprofit dental provider for the community.

Legal Aid Service

The Student Association annually contracts with local attorneys to help students who need legal advice. By contacting Student Life, 608.785.8062, you can make an appointment to see an attorney on campus. All information between attorney and student is kept confidential. It should be noted that legal service is limited to advice, not court appearances. For further information contact Student Life, 149 Graff Main Hall.

Murphy Library Resource Center

Murphy Library is the campus center for academic inquiry. The library provides access to a vast and diverse collection of electronic and print resources, facilities designed to accommodate in a flexible manner a variety of learning needs, and technologies that complement and enhance the acquisition, synthesis, and use of information.

The library building offers open, welcoming spaces for study and collaboration as well as quiet space, individual study carrels, group study rooms, and a café. The book and microform collections are complemented by map collections, the pre-K-12 Curriculum Center, leisure reading materials, and a media area. Our multimedia collections consists of streaming video as well as physical audio-visual materials located on the main floor of the library. The library is also a selective depository for state and federal government documents. The Special Collections/Area Research Center contains university archives, rare books, oral history interviews, a photographic collection of approximately 170,000 images, books on Wisconsin history, and is a regional depository of over 900 linear feet of manuscripts and public records for the Wisconsin Historical Society. Murphy Library houses the campus’s largest General Computer Access lab. Laptops, iPads, video cameras, and other technology tools are available for checkout. Wireless access is available throughout the library, and adaptive technology is also provided.

The collections includes well over 100,000 full text journals, magazines, and newspapers available electronically through subscription databases, publisher packages, and individual subscriptions. Over 250 scholarly databases are available to library users, on a vast variety of subjects. The library’s systems help users discover full text availability from various databases, Google Scholar, Murphy Library, and UW System-wide collections. In appreciation of the diverse research available to our users, a LibX toolbar enables users to link back to Murphy Library resources and services from anywhere on the web. Our growing collection of electronic books currently numbers tens of thousands of volumes. Electronic library materials are available campus-wide, and in most cases, off-campus as well.

Murphy Library is rich in international and multicultural materials, supporting campus diversity and inclusivity by providing books, multimedia collections, and electronic resources that represent a broad spectrum of groups, cultures, and viewpoints.

All of these materials can be located using Search@UW, our integrated search system linking print materials, full text electronic materials, and request forms into a single interface. Search@UW also allows users to find materials in local and regional catalogs along with resources for finding materials held in libraries worldwide. By cooperative agreement, students may use the libraries of Viterbo University, Western Wisconsin Technical College, the La Crosse Public Library, and area medical centers. A service called Universal Borrowing allows UWL faculty, staff, and students access to millions of items throughout the University of Wisconsin system, and the Interlibrary Loan service provides access to additional materials throughout the world.

Librarians can help students find the quality information they need. They can also teach how to find relevant and appropriate information resources and to use the services of the entire library. Librarians are available at the reference desk, by phone, email, chat, text, or during individual consultation appointments.

For more information, please visit Murphy Library (http://www.uwlax.edu/murphylibrary).

Mississippi Valley Archaeology Center (MVAC)

Archeology Center and Laboratories Building 608.785.8464 mvac/uwlax.edu

MVAC is an archaeological research, preservation and public education unit of the Department of Archaeology and Anthropology that conducts excavations, surveys, pre-collegiate education, and public programs. MVAC preserves sites and collections and works with archaeologists in the Archaeology/Anthropology Department to provide opportunities for student participation in archaeological research and pre-professional training and experience. The archaeology laboratory is a location for much course-related student research and contains space to curate artifacts recovered from field projects. Field studies are conducted regularly to learn about the prehistoric and early historic cultures of the upper Mississippi River Valley. The MVAC website contains much information on the archaeology of the upper Mississippi River and the public events and activities that MVAC sponsors.

Multicultural Student Services

1101 Centennial Hall 608.785.8225 www.uwlax.edu/multicultural-student-services

In connection with the University of Wisconsin-La Crosse Mission (http://catalog.uwlax.edu/undergraduate/aboutuwlx/missions), the Office of Multicultural Student Services promotes academic excellence, leadership, and the personal/social development of African American, American Indian, Hispanic/Latino(a), Asian American, and biracial or multi-ethnic students at UWL. Our goal is to assist students to succeed academically, to enhance their sense of belonging, and to graduate from the university ready to contribute to their communities and the society at large.

Areas of service and outreach include: Academic Success Institute (summer bridge program); leadership development and advising for multicultural student organizations; academic and financial aid retention; peer tutoring; personal guidance, support and advocacy for students; cultural, educational, and social programming; and year-round pre-college programs and tutoring. OMSS models inclusive excellence and supports collaborative efforts that promote human understanding, shared values, and respect for individual differences.

The Academic Success Institute (ASI)

ASI is a bridge program designed to help first year multicultural and disadvantaged students adjust to a rigorous college routine during the summer before the regular academic year begins. Between 20 and 25 students are enrolled for six weeks of intensive instruction in college level courses and related college experiences. The institute’s records have provided proof that retention and grade point averages can be
improved appreciably by this transitional academic experience between high school and college.

Students interested in attending the Academic Success Institute must have a need for academic support to successfully complete a college education and must identify as being from one or more of the following groups:

1. First generation college student (neither parent earned a bachelor’s degree);
2. Historically underrepresented populations (African American, Native American, South-Asian American, and Latino/Hispanic);
3. Economically disadvantaged.

Submitting an application for admission to the University of Wisconsin-La Crosse is a requirement for participation. Students will also complete an ASI application and be interviewed prior to acceptance into the program. Applications for ASI are accepted until program capacity is reached. For additional questions, please contact the Office of Multicultural Student Services, 1101 Centennial Hall, 608.785.8225.

Planetarium
020 Cowley Hall
608.785.8669
www.uwlax.edu/planetarium

The Planetarium has served the university, area schools, private groups, and the general public since 1966. Several thousand people attend presentations at the Planetarium each school year. Bright stars and major constellations are pointed out in the simulated sky for school groups, private groups, and public programs. Each of these programs also includes a multimedia presentation on various subjects in astronomy and space science. There are monthly public programs at 1:00 pm on Saturdays in October, November, December, February, March, and April. Album Encounters are multimedia light and laser shows set to rock music. They are at 8:00 pm on Fridays when classes are in session. For information on programs, see the UW-La Crosse Planetarium (http://www.uwlax.edu/planetarium) or call 608.785.8669.

Records and Registration
117 Graff Main Hall
608.785.8576
www.uwlax.edu/records

Records/transcripts: Academic records are confidential between the student and the university. Students may request transcripts of their permanent academic records at any time, provided they are not financially encumbered to the university. Transcripts may be requested in person, online, or by writing to the Office of Records and Registration. Additional transcript information (http://www.uwlax.edu/Records/Transcript-request-procedure) is available online. There is a fee for official transcripts. Transcripts will not be released without the student’s authorizing signature. Under no circumstances will partial transcripts be issued.

Registration: The university has online registration via the WINGS Student Information System. Each student is assigned a registration time based on credits earned. The assigned time is listed on each student’s WINGS Student Center, as well as on a student’s Advisement Report (AR). When planning a course schedule, students consult the online Timetable (http://www.uwlax.edu/Records/registration) which contains the schedule of classes for the current and next term(s). Complete instructions for registration (http://www.uwlax.edu/Records/registration) and later schedule changes (http://www.uwlax.edu/Records/Forms) (dropping/adding after the term has started) can be found on the Records and Registration website.

Registration for spring semester and winter intersession begins in November, summer registration begins in mid-April, and fall registration follows a week later. Students register at an assigned time or any time after that through the fifth day of classes (third day for summer session) unless enrollment limits have been met. New first year students register in the summer at special registration sessions. Some departments require advising prior to registration. New students (including transfers) must pay a deposit before registration. Continuing students must have a zero balance on their account. The registration system will not permit a student to enroll in a class for which a prerequisite has not been completed. Registration is closed at the end of the second week of classes in a semester and after one week in a summer session.

If the university’s enrollment management plan will permit registering additional students, late registrants for a semester or summer session will be accepted and enrolled under normal late registration policies and procedures.

Residence Life
Eagle Hall
608.785.8075
www.uwlax.edu/reslife

The Office of Residence Life team mission statement reads, “The University of Wisconsin-La Crosse Residence Life Program is an integral component of the University’s educational mission. We provide reasonably priced and well maintained living/learning environments which are designed to foster learning, community, personal growth, responsibility, respect, leadership, and citizenship.”

Over one-third of the undergraduate students enrolled in the university reside in one of the eleven residence halls with a total occupancy of 3,200 including two new residence halls which provide apartment and suite style living for 880 students.

Residence halls are group living and learning centers financed and maintained solely by revenue from residents. Several living/learning arrangements are offered to meet individual needs: an upper-class hall, first-year experience halls, gender inclusive housing, and specialized living/learning communities exist in our newest residence halls. All halls are co-ed and smoke-free.

Halls are equipped with big screen color TVs, study areas, kitchens, computer rooms, laundry rooms, vending machines, a front desk operation, and games such as ping-pong, pool, and foosball. All student rooms have hard wired internet connection, one port per resident, and wireless connectivity throughout the hall.

Recreation, social, personal development, intramural sports, and diversity programs are some of the activities planned by residents of each hall with guidance and support from residence life staff members. Students are encouraged to assume leadership roles and take an active part of their living community via hall council or the Residence Hall Association Council (RHAC).

Entering students, after paying the $75 housing deposit, may indicate a living arrangement, specific hall, and/or roommate preference when you complete the online housing application. Priority for housing and meeting specific requests is based on the date of your housing application. In addition, a web-based roommate finder program is available.
Specific housing regulations are communicated to all residents through our policies and procedures (http://www.uwlax.edu/ResLife/Policies-and-Procedures) and the student handbook, *Eagle Eye* (http://www.uwlax.edu/Student-Life/Student-handbook). These regulations are consistent with the conduct code referred to in this catalog and have been formulated by the chancellor under the authorization and direction of the UW System Board of Regents.

Off-campus living opportunities (http://www.uwlax.edu/ResLife/Guide-for-living-off-campus) are also available. Rental agreements are between students and their respective landlords. The university does not inspect or approve off-campus housing.

**River Studies Center**

4043 Cowley Hall  
608.785.8261  
www.uwlax.edu/river-studies-center

The River Studies Center, created in 1972, is a non-curricular unit established to focus on research and informational programs pertinent to the Upper Mississippi River and its related resources. During the past 40 years, the Center has expanded its research program to other aquatic resources, including rivers, streams, lakes, and wetlands across Wisconsin, the Upper Midwest, and the nation. The Center has extensive interdisciplinary collaborative partnerships with several state and federal agencies and with other universities, including the U.S. Geological Survey, the Wisconsin Department of Natural Resources, the Minnesota Pollution Control Agency, the National Park Service, the University of Wisconsin-Madison, and the U.S. Environmental Protection Agency. The research of Center faculty addresses resource issues and environmental problems of pressing regional and national concern, such as environmental pollutants and contaminants that have caused widespread degradation of our aquatic resources. Faculty affiliated with the Center are highly competitive and successful in securing financial support for sustained aquatic environmental research. Scholarly investigations by the Center have provided research opportunities to nearly 100 graduate students and more than 250 undergraduates.

**Small Business Development Center (SBDC)**

120 Wimberly Hall  
608.785.8782  
www.uwlax.edu/sbdc

The SBDC helps business owners start and grow their businesses through research, on-site programs, advising and educational programming. As one of Wisconsin’s Small Business Development Centers, the SBDC taps statewide resources to help business managers solve business challenges. It provides businesses with information and guidance in starting, maintaining, and expanding a small business including innovative, high potential businesses. Funding from the Small Business Administration supports the counseling.

Case studies sometimes are conducted by advanced students under faculty supervision.

In partnership with UW-Extension, the SBDC provides non-credit continuing education programs for business people in a seven-county region. Topics include business plan development, marketing, sales, finance, human resources, and other small business concerns. The Supervisory Management Certificate Program provides practical training for both new and experienced managers. In addition, the SBDC provides speakers, programs, and trainers to individual firms and groups.

Some research, such as feasibility and impact studies, is conducted for area businesses. Local economic data is accessed through the SBDC website.

**Student Health Center**

1st Floor, Health Science Center  
608.785.8558  
www.uwlax.edu/student-health-center

The Student Health Center, a member of the American College Health Association, provides medical, nursing, and physical therapy services in the form of outpatient and urgent care as well as prevention of illness or injury. The staff consists of Board Certified physicians, a certified nurse practitioner, two registered nurses, physical therapists who are also certified athletic trainers, physical therapist assistants, medical lab technologists, health information managers, and office staff. The Health Center staffs are experienced in working with the health care needs of college students and are dedicated to providing high quality care and assistance.

Services are available to students who are registered for credits each semester. The student health fee is automatically included in the student fee statement.

Students are not required to have insurance to receive care at the Health Center. Payment of student fees covers this cost. However, students are strongly encouraged to obtain supplemental hospital-accident insurance to cover such expenses as hospitalization, emergency services, specialist care, pharmacy, and ambulance transport. The student health fee does not cover these costs. If coverage is available through a family plan, students are urged to have the name of the insurance carrier and policy/subscriber numbers available on campus.

All information in a student’s health record is entirely confidential and is not released to anyone without the student’s written consent. Students may schedule an appointment to review their medical records.

Students can be seen at the Health Center by scheduled appointments, same day appointments, and urgent clinic. Appointments are available weekdays when school is in session from 8 a.m. - 4 p.m. on Monday, Thursday, and Friday; 8 a.m. - 7 p.m. on Wednesday; and 9 a.m. - 4 p.m. Tuesday. Students who need emergency medical care when the Health Center is closed should go to the emergency department or walk-in clinic of either of the La Crosse hospitals.

**Student Life**

149 Graff Main Hall  
608.785.8062  
www.uwlax.edu/student-life

Student Life staff serve as advocates to promote the interest of students within the university. Their goal is to facilitate student success by maximizing the use of the services available and to intervene on students’ behalf when requested and appropriate. Staff are prepared to address the following issues:

- advising and referral of students who experience personal crises
- investigation of student complaints (ombuds role)
- advocacy and advisement for returning adult students (non-traditional aged)

Student Life is also designated with the responsibility of enforcing the various conduct codes on campus, which can be found in the *Eagle Eye*. If you experience harassment, discrimination, assault (physical or
sexual), or have questions regarding your rights and responsibilities, visit Student Life for confidential advice and guidance.

In addition, the staff provides mediation services to students who may experience interpersonal conflict(s) and are interested in working toward resolution.

Student Life/Violence Prevention
1130 Centennial Hall
608.785.8062
www.uwlax.edu/violence-prevention

UWL recognizes that violence in any form interferes with the work and learning taking place in our community. Often, someone who experiences a sexual assault, stalking, or violence or abuse in a relationship, may find that they have difficulty focusing on work or on their studies. Violence Prevention is here to assist with advocacy, information, and support, so that you can make informed choices about the options available to you in these situations. Services are free, confidential, and available to all UWL students, faculty, and/or staff members.

In addition to advocacy, the Violence Prevention Specialist is available to provide education and training on campus. Contact us to learn more or to schedule a classroom presentation or training session.

Student Life/Wellness Resource Center
Wellness Resource Center
149 Graff Main Hall
608.785.8977
www.uwlax.edu/wellness

The mission of the Wellness Resource Center is to empower students and staff by providing them with the knowledge and tools necessary to lead a healthy, balanced lifestyle. People have a natural impulse for health and an innate wisdom about what is best for them. The Wellness Resource Center’s job is to help minimize or remove the barriers that interfere with that impulse and cultivate an environment in which the potential for health flourishes.

The Wellness Resource Center is committed to the UWL campus community. By guiding their behaviors we allow for a more holistic, balanced lifestyle where students, staff and faculty are able to achieve their full potential.

Student Support Services
2131 Centennial Hall
608.785.8535
www.uwlax.edu/student-support-services

Student Support Services (SSS) is a federally funded TRIO program that has been at the university since 1978. Each year, the program provides services to 350 students who meet federal eligibility requirements. A student must meet one of the following criteria to be considered eligible for services:

1. First generation college student (neither parent graduated from a four-year college or university);
2. Receive a substantial amount of financial aid;
3. Have a diagnosed physical and/or learning disability.

Services provided through the program include: individualized professional academic, personal, financial, and career advising and peer coaching; professional and peer tutoring in a variety of topics including math, English, and science. In addition, SSS provides workshops in an array of topics including but not limited to study skills improvement, the study abroad process, and applying for scholarship.

Tutoring Services
Murphy Learning Center
256 Murphy Library
www.uwlax.edu/murphy-learning-center
www.uwlax.edu/tutoring/

The Murphy Learning Center
The Murphy Learning Center is a place where all UW-La Crosse students can receive free tutoring services in a variety of general education courses. The Murphy Learning Center is located in 256 Murphy Library and is mainly staffed by peer tutors. Tutoring is available for Mathematics, Writing, Biology, Chemistry, Earth Science/Geography, Microbiology, Physics, Accountancy, Economics, Public Speaking and Psychology. Tutors can assist with homework, preparation for quizzes or tests, learning vocabulary, and special projects as well as gaining an understanding of the general concepts. Hours vary depending on the subject, therefore the tutoring schedule (http://www.uwlax.edu/tutoring) is posted online. Visit the Murphy Learning Center (http://www.uwlax.edu/murphy-learning-center) for more details.

Mathematics: Mathematics and Statistics tutors are available in the Murphy Learning Center. In addition, the Mathematics and Statistics Department keeps a list of private tutors available in the department office, 1020 Cowley Hall.

Writing: The Writing Center is housed within the Murphy Learning Center. The center is open at no cost to all students who seek help with their writing in any class. Students may be referred to the center by their professors, but many students come to the center on their own. Students should make appointments to be tutored, but drop-ins are welcome if tutors are available.

Writing Center (http://www.uwlax.edu/Murphy-Learning-Center/Writing-center) staff assist students at any stage of the composing process: understanding an assignment, finding a topic, identifying an audience, developing materials, planning and organizing, writing a rough draft, and revising. The staff does not proofread student papers. Visit the Writing Center for more information.

Upward Bound
176 Murphy Library Resource Center
608.785.8539
www.uwlax.edu/upbound

Upward Bound is a federally funded program for low income and/or first generation college bound high school students. It is funded under Title IV of the Higher Education Act of 1965 and is one of the TRIO programs created by Congress to help students overcome educational, social, cultural, and financial barriers to higher education. Services include weekly tutoring and advising, monthly Saturday activities, college visits, career exploration, and a six-week summer residential program. Funded at UWL since 1979, the program serves eligible students from La Crosse and Monroe counties.

Veterans Educational Benefits
116 Graff Main Hall
608.785.8751
www.uwlax.edu/veteran-services
The Veterans Educational Benefits office is a resource to help facilitate the transition from the military to university life. They assist students in applying for and receiving their federal and state veteran educational benefits and understanding how those benefits are best used at UW-La Crosse. For more information, visit Veterans Educational Benefits (http://www.uwlax.edu/veteran-services).

**On-Campus Life**

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**Alumni Association**

Cleary Alumni & Friends Center
608.785.8489
www.uwlalumni.org (http://www.uwlalumni.org)

The UW-La Crosse Alumni Association builds and maintains relationships among alumni, students, friends, and the university. The Association’s primary goal is to keep alumni engaged with the university and to ensure “The La Crosse Experience” lives on for generations to come.

The Alumni Association makes UW-La Crosse stronger by:

- Supporting alumni networks
- Contributing to "Legacy" scholarships
- Keeping alumni informed about what is happening on campus
- Contributing to alumni activities around the world
- Providing support for today’s students

For information regarding programs, benefits, services, and how you can get involved, visit the UWL Alumni Association (http://www.uwlalumni.org).

The UW-La Crosse Alumni Association. For you. For La Crosse. For a lifetime.

**Departmental honors programs policy**

Departmental honors programs are available in the Departments of Economics, English, Geography, Microbiology, Modern Languages, Philosophy, Physics, Political Science and Public Administration, Psychology, and Sociology and Archaeology.

Designed to provide opportunities for special in-depth research, reading and writing for majors in the departments listed above, department honors programs also emphasize independent and creative work with highly personalized student-teacher contact and discussion.

The minimum requirements for all departmental honors programs are:

1. Admission: junior standing, 12 credits in major, 3.25 cumulative grade point average at graduation, recommendation of two faculty members from major department.
2. Program: completion of the regular major, one course in a seminar, independent study, research study, or other appropriate honors options within the major program of study.
3. Evaluation: a cumulative 3.50 grade point average at graduation in the major, distinguished performance on a paper or project (a project might be a ballet in the area of the arts, or a study of some aspect of local economic conditions in the area of business), and presentations of the paper or project to a colloquium of faculty and students in the major.

Honors programs may vary by department. See departmental listings underneath the colleges and schools.

Additionally, there are numerous student honor organizations. See the “Honor and Recognition Society” category in the online listing of recognized student organizations on MyOrgs (https://www.myorgs.collegiateリンク.net/organizations?SearchType=None&CurrentPage=1&Filters=GroupSearchOnMyInterests).

**Intercollegiate athletics**

126 Mitchell Hall
608.785.8616
www.uwlathletics.com (http://www.uwlathletics.com)

The University of Wisconsin-La Crosse has a longstanding commitment to excellence in both the academic and physical development of its students, as memorialized in the University’s seal, which is emblazoned with the phrase "mens corpusque" ("mind and body"). The intercollegiate athletics program sponsors 19 sports competing as a member of the National Collegiate Athletic Association (NCAA) Division III, the National Collegiate Gymnastics Association (NCGA), and the Wisconsin Intercollegiate Athletic Conference (WIAC). UW-La Crosse’s rich history in intercollegiate athletics is highlighted by 67 national championships, 378 conference championships, and thousands of All-American performers. Just as importantly, UW-La Crosse’s student-athletes have set a high bar in the classroom, with a cumulative GPA that consistently ranks as the highest in the WIAC and, for 13 out of the last 14 years, has exceeded the GPA of UW-La Crosse’s general student body. The nearly 600 student-athletes competing in UWL Athletics embody the program’s mission: Building Champions. In Sport. In School. In Life.

UW-La Crosse Athletics is committed to equal opportunity for student-athletes and staff. The program offers 10 women’s sports (basketball, cross country, gymnastics, soccer, softball, swimming and diving, tennis, indoor and outdoor track and field, and volleyball) and nine men’s sports (baseball, basketball, cross country, football, swimming and diving, tennis, indoor and outdoor track and field, and wrestling).

The intercollegiate athletics program is under the leadership of a director and deputy director of athletics, both of whom lend strategic direction to, and supervision of, a staff of more than 80 dedicated professionals providing comprehensive instruction and services to UW-La Crosse’s student-athletes. In addition to 14 head coaches and more than 50 assistant coaches, the staff includes an administrative assistant, four certified athletic trainers, three strength and conditioning coaches, three facility managers, two marketing and event management professionals, a sports information director, an equipment manager, and a director of camps and clinics.
UWL Athletics is a member of the Division of Student Affairs and, as such, the director of athletics reports to the vice chancellor/dean of students. Two faculty athletics representatives provide academic oversight to the athletic program. In keeping with the campus commitment to shared governance, an Athletics Committee comprised of students, faculty, and staff monitors and advises the program on budgetary matters. A Student-Athlete Advisory Committee that includes representatives from every sport program meets regularly and consults with the program’s leadership.

**McNair Scholars Program**

106 Graff Main Hall  
608.785.6913  
www.uwlax.edu/mcnair-scholars

The Ronald E. McNair Post-Baccalaureate Achievement Program is federally funded by the United States Department of Education to provide eligible students with support and preparation for graduate school. McNair Scholars must either be low-income, first generation college students AND/OR be members of a traditionally underrepresented group in their field (usually African American, Latino/a, Native American and/or Asian Pacific Islander). The program at UW-La Crosse began in October of 2009 and is housed in the College of Science and Health. The program considers students from all majors that would lead to a Ph.D. as the terminal degree.

**Music activities**

608.785.8409  
www.uwlax.edu/music

The Department of Music welcomes all University students to participate in its performing organizations. Music ensembles function as part of the curriculum for our music majors and minors but non-music major students from all colleges and programs make up a large percentage of the participants in our ensembles. There are a variety of music ensembles available including: Orchestra, Wind Ensemble, Symphonic Band, Screaming Eagles Marching Band, Jazz Bands and combos, Concert Choir, Women’s Chorus, Mannerchor, Chamber Choir, Vocal Jazz Choirs, Korean Percussion Ensemble, and various other chamber ensembles. The large ensembles regularly perform on tours within the state, nationally and internationally. Auditions are required for admission and placement for some ensembles. Contact the Department of Music for details on audition dates, times, and repertoire. Also, for students who enjoy listening to music, the abundance of concerts presented by our ensembles throughout the academic year provide ample opportunities to attend a wide spectrum of musical events.

**Recognized student organizations**

For a current listing of over 200 UW-La Crosse recognized student organizations, visit MyOrgs (https://uwlmyorgs.collegiatelink.net).

**Recreational sports**

130 Recreational Eagle Center  
608.785.5225  
www.uwlax.edu/recsports

UWL students study hard, work hard, and play hard. Once you put down your books, check out what the Rec Sports Department has to offer. We have programs and facilities designed to help you stay active, meet new friends, and reduce your stress levels. Programs include: intramural sports, sport clubs, group fitness classes, personal training, special events, Outdoor Connection gear rental, trips, and climbing wall.

Recreational Eagle Center houses a climbing wall, 200 meter elevated track, two racquetball courts, four basketball courts, six volleyball courts, three badminton courts, multi-purpose room, strength and fitness center, cardiovascular equipment, aerobics studio, conditioning room, locker rooms with showers, outdoor trips and rental program.

Mitchell Hall houses a swimming pool, climbing wall, 200 meter track, three basketball courts, six tennis courts, indoor ropes course, dance studio, sports performance center, wrestling room, and locker rooms with showers.

**Student Association and student government**

235 Cartwright Center  
608.785.8775  
www.uwlax.edu/student-association

Chapter 36 of the Wisconsin State Statutes reads: “The students of each institution or campus shall have the right to organize themselves in a manner they determine and to select their representatives to participate in institutional governance.” To exercise that right, the students have established the University of Wisconsin-La Crosse Student Association (UW-LSA) (http://www.uwlax.edu/student-association). Each student enrolled at UWL is a member of the UW-LSA. The student government is divided into three branches: executive, legislative (Student Senate), and judicial. The executive and legislative branches are elected by the members of the UW-LSA each year. The judicial branch is appointed by the executive branch and approved by the legislative branch. The Student Association seeks to provide a student voice by advocating for student rights and responsibilities, fostering leadership, communicating student issues, and demonstrating respect for diversity in their actions.

**Student-faculty committees**

The Academic Affairs Committee is responsible for providing input on academic issues from the student perspective. This committee promotes the highest standards of academic integrity throughout the entire university community. It also reviews graduation regalia applications, selects graduation speakers, and reviews student technology fee allocations and other technology issues.

The Academic Initiatives Differential Allocation Committee (AIDAC) is responsible for the annual distribution of academic initiatives differential tuition money to programs which fall under one of four cornerstones: advising, research, internationalization and diversity. AIDAC is a made up of students, faculty and staff members who must determine how to allocate the budget so as to be the best advocates of student money through program presentations and budget deliberations.

The Segregated University Fee Allocation Committee (SUFAC) recommends to the student senate the manner in which funds collected by the state for support of student activities are to be distributed among eligible organizations. The committee also allocates funds to eligible groups for equipment and supplies, reviews requests for the Sustainability Fund, and makes recommendations to the student senate.

The Athletics Committee is responsible for recommendations to SUFAC for funding of activity fees used in support of athletic programs, and for recommendations to the Student Senate regarding policies affecting the athletic program.

The Cultural Affairs Committee is responsible for making recommendations to the SUFAC Committee regarding distribution of student activity fees used for programs that enhance the UW-La Crosse environment.
The Legislative Affairs Committee is responsible for encouraging student participation in voting and other events and maintaining these by-laws of the various Student Senate committees.

The Organizations Committee is responsible for recommendations to the Student Senate for the formulation of general policies concerning student organizations, and for recommendations regarding the distribution of the allocable fees for programming organizations.

The Student Services and Buildings Committee recommends policy concerning services provided to students. In addition, it is responsible for making recommendations to SUFAC for distribution of segregated fees for recreation, sport clubs, and student media.

**Student governance associations**

Student governance expands beyond the UWL Student Association on campus. There are two other communities that have a structured governance component: the Fraternity and Sorority Life Community and Residence Life. The Panhellenic Council (http://www.uwlax.edu/University-Centers/Panhellenic-Council) and the Interfraternity Council (http://www.uwlax.edu/University-Centers/Interfraternity-Council) serve as the governing bodies for the social sororities and fraternities. The Residence Hall Association Council (http://www.uwlax.edu/RHAC/Welcome) (RHAC) formulates general policies for and serves as an administrative and judiciary agency governing residence halls.

**Undergraduate Research and Creativity Program**

223 Graff Main Hall
608.785.8040
www.uwlax.edu/urc

Highly motivated students can gain practical experience in their field of study at UWL by pursuing an undergraduate research/creativity project in close association with a faculty member of their choice. The undergraduate research experience is much like an apprenticeship and is most suitable for students interested in gaining additional experience in their area of discipline.

Course credit may be earned for such research or creative activity, and an undergraduate research project could serve as a basis for a departmental honors thesis. UWL faculty also have paid summer positions available for student researchers. Because of the wide variety of possibilities for undergraduate research or creative experiences, students should speak directly with individual faculty members to determine the types of opportunities and specific projects available. In general, the procedure for carrying out an undergraduate research project involves four steps:

1. Selecting a topic of interest and developing an idea for a project.
2. Speak with faculty members about your interests and select one as a mentor to advise you in your research. Most faculty will have projects or research ideas that they would be happy to discuss with you. Be sure to understand the expectations and commitments required of you.
3. Plan the project, seek funding (whenever possible), and carry out the research/creative work.
4. Disseminate your results in the form of a presentation and/or written manuscript.

To assist students in their undergraduate scholarly activity, UWL has initiated the Undergraduate Research and Creativity Program, which makes funds available to student researchers on a competitive basis for their projects, hosts the annual Celebration of Student Research and Creativity, and publishes the UWL Journal of Undergraduate Research. Students (with the help of their faculty mentors) may apply for funding every academic year; awards are made in the fall and spring. Project options are numerous. Proposals can be in your major or another discipline of interest, and could be multidisciplinary. Students may work independently or collaboratively on scholarly work completed in the U.S. or at an international location. Recipients are expected to complete their projects and present their work at the Celebration of Student Research and Creativity one year after receipt of the award. It is advisable that interested students begin speaking and planning their work with faculty mentors as early in their academic career as possible. Visit the Undergraduate Research and Creativity (http://www.uwlax.edu/urc) website for additional information and undergraduate research proposal guidelines.

**University Centers (UC)**

212 Cartwright Center
608.785.8888
www.uwlax.edu/university-centers

University Centers (http://www.uwlax.edu/university-centers) is a financially self-sufficient part of the Division of Student Affairs, comprised of Cartwright Center and Whitney Center. The focus of Cartwright Center is on student involvement and development, while Whitney Center provides the main dining operations on campus. Our objective is to support the academic mission of the institution by providing a wide variety of engaging educational and cultural programs, while supporting students with a multitude of free or affordable services and amenities (http://www.uwlax.edu/university-centers/other-services).

- **The Campus Activities Board (CAB)** (http://www.uwlax.edu/cab) is a student-run programming board that provides entertaining and educational activities for the entire campus community. Events such as small and large concerts, comedians, coffee house acts, and special events are offered to students, faculty, staff, and the community. Several educational events are offered. These activities may include fine arts programming such as theater, music, lecture, and dance. The Distinguished Lecture Series also offers the university community an opportunity to hear speakers of national prominence due to their significant contributions to society.
- **The UW-La Crosse Dining Service** offers an assortment of different dining locations within Cartwright and Whitney Centers to meet the variety of needs and tastes of the campus community. Students may select from several contract meal plans, block meal plans, and cash/Campus Cash options. Students looking for a light snack or beverage between classes can visit the coffee shop located in Centennial Hall, which features the Starbucks "We Proudly Brew" program and a variety of sandwiches and pastries. Murphy's Mug in the library also serves a great cup of coffee, along with sandwiches and their signature cupcakes.
- **The Diversity Center** is a devoted safe space for students of color, international students, women, LGBTQ+ students, and students with disabilities. The Center offers meeting, study, and relaxation spaces, as well as a small computer lab, comfortable furniture, a microwave, television, and refrigerator. The Diversity Center is open to ALL STUDENTS.
- **The Fraternity and Sorority Life Community (FSL)** (http://www.uwlax.edu/University-Centers/Welcome) is rooted in the four pillars of their community: friendships, leadership development, service, and academic excellence. These are values shared by all of our social fraternities and sororities on campus. Members of the community are engaged in a variety of ways, including Brotherhood/Sisterhood programs, participating in service programs on campus.
and in the La Crosse community, hosting fundraisers for various philanthropic causes, and participating in regional and national leadership conferences. Their goal is to create an environment that encourages each student to reach their fullest potential, while living out their values every day.

- **Leadership, Involvement, and Graphics (LIG)** ([https://www.uwlax.edu/Multicultural-Student-Services/Leadership-and-involvement](https://www.uwlax.edu/Multicultural-Student-Services/Leadership-and-involvement)) is dedicated to engaging students in leadership and involvement opportunities, as well as providing student organization support. We envision a campus where students lead purpose driven lives by engaging in activities that promote lifelong, active citizenship. The LIG will assist students in getting involved; provide leadership development opportunities; outreach to student organizations and individuals regarding successful practices; work with the MyOrgs student organization database and educates campus regarding its useful application; manage the Ugetconnected ([http://www.ugetconnected.org](http://www.ugetconnected.org)) web platform to connect students, organizations, classes, and faculty/staff to community agencies and volunteer opportunities; provide Graphics Design services and marketing support to organizations and individuals.

- **The Meal Plan/ID Card Office** is where students add meal plans ([http://www.uwlax.edu/University-Centers/Meal-plans](http://www.uwlax.edu/University-Centers/Meal-plans)), Campus Cash, and get information on the dining program. It is also the location to have your Eagle ID card picture taken and get answers to ID card issues.

- **The Pride Center** ([http://www.uwlax.edu/pride-center](http://www.uwlax.edu/pride-center)) is devoted to serving students, faculty, staff, and members of the campus community that may or may not label themselves as queer, lesbian, bisexual, transgender, gay, pan sexual, questioning, asexual, their allies, and students with LGBTQ+ parents. The Center offers panels, educational programs, information, and most importantly, support and advocacy. LGBTQ+ specific magazines, books, and videos are available for check out.

- **University Reservations and Event Support** ([http://www.uwlax.edu/reservations](http://www.uwlax.edu/reservations)) assists the university community by coordinating reservations, offering information for event planning, and serving as a liaison with university services. The Reservations Office offers equipment and assistance for events and meetings occurring in Cartwright Center. In addition, they can assist with scheduling classrooms (when classes are not scheduled), fundraisers, and outdoor events. Event Support consists of experienced technicians and event planners that help student organizations develop and produce events of all sizes.

### University theatre

608.785.6701  
Box Office: 608.785.8522  
www.uwlax.edu/theatre-arts

The Department of Theatre Arts produces a theatre season of seven shows in the 418-seat Toland Theatre and in the more intimate Frederick Theatre including musicals, dance performances, and a children’s show. Additionally, Summer Stage, the summer theatre, produces a major musical each June-July. The theatre season is a thoughtful mix of contemporary plays, classics, musicals, and cutting edge new works. Tickets for all Toland Theatre productions may be purchased in advance, either as season tickets or tickets for individual performances. Reservations are strongly recommended.

Any UWL student registered for at least three credits is eligible to audition and be cast in productions. The same applies to any student wanting to work backstage or in various capacities of the production team. Whether or not you are experienced in theatre, your participation is welcomed. Students work both with faculty and guest directors, designers, and choreographers on a wide variety of theatrical offerings. Opportunities to become involved are announced across campus, or you can contact the theatre department for more information.
General Education Program

General education is the common educational experience for all undergraduates at UWL. It is uniquely concerned with the broad education of the whole person and plays a vital role in preparing students for life beyond the university.

The primary purpose of general education is to cultivate knowledge, skills, and dispositions essential for independent learning and thinking. As a result of general education, students will be more knowledgeable in a wide variety of subject matter areas; and also better able and more willing to ask significant questions, seek appropriate solutions to complex problems, make sound judgments and formulate rational beliefs.

To these ends, the goals of the General Education Program at UWL are to develop:

- Communication skills in reading, writing, speaking, and listening
- Skills in analytical, logical and critical thinking in various branches of knowledge accomplished in part by each student completing at least one mathematics course
- Oral and written communications skills in a second language for students who elect to do so
- Knowledge of the development and interaction of human cultures
- Understanding of concepts, ideas, and systems of thought that underlie human activities
- Understanding of and sensitivity to cultural diversity in the United States
- Understanding of the social, political, and economic frameworks of societies within the global context
- Understanding and appreciation of the arts
- Understanding of nature, including the role of science and technology in environmental and social change
- Knowledge and skills essential to physical well-being and a healthy lifestyle

The General Education Program places special emphasis on helping students to become more intellectually skilled through inquiry-based teaching and learning. Inquiry-based general education engages students actively in learning and thinking about essential knowledge, issues, and questions. Each general education course enhances students' intellectual growth in some way. As students gain knowledge, they also learn to use knowledge more effectively, to ask and answer questions, solve problems, develop ideas, and make sound judgments.

The UW-La Crosse General Education Program consists of two major components: Skills and Liberal Studies. Skills courses improve students' abilities to learn, think, and communicate effectively. Liberal studies courses engage students in the study of important areas of knowledge and experience and focus on central questions, issues, and problems we share as people and as members of the same society.

General Education Committee

The General Education Committee is responsible for coordination, review, and assessment of the general education curriculum. Membership of the committee consists of nine faculty, with proportional representation from the colleges and one student. The provost, registrar, and deans of each college serve as administrative consultants.

Outcomes

The Student Learning Outcomes for the UW-La Crosse General Education Program were approved by the Faculty Senate in May 2014.

Students will demonstrate knowledge and abilities related to:

1. Human cultures and the natural world;
2. Critical and creative thinking;
3. Aesthetic perspectives and meaning;
4. Effective communication;
5. Interaction in intercultural contexts;
6. Individual, social, and environmental responsibility.

Requirements

General education requirements

1. Students must earn a minimum of 48 credits of general education courses.
2. Students must earn the minimum credits within each category (totaling 39 credits).
3. Students earn the remaining credits from any combination of categories.
4. All students must complete the literacy requirements (ENG 110 or ENG 112, and CST 110) and a general education mathematics course prior to earning 60 university credits.

Skills

Fundamental skills are those central to learning, analyzing, evaluating, integrating, and communicating information and knowledge. These skills are essential in all fields of study and their development should be enhanced and refined throughout the college years.

(Proficiency tests are available in "Skills" courses. Contact appropriate department for information.)

Literacy: tools for skilled communication (GE 01)

(Must be completed prior to earning 60 credits.)

Reading, writing, speaking, and listening are the tools by which a person becomes educated. General education skills courses improve students' abilities to read, write, speak, and listen with clarity, precision, and depth of understanding. Courses in this area include composition and oral communication. In addition, the program includes writing emphasis courses which enhance students' abilities to communicate and learn through writing.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 110</td>
<td>Communicating Effectively</td>
<td>3</td>
</tr>
<tr>
<td>ENG 110</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 112</td>
<td>College Writing AP (Advanced Placement)</td>
<td></td>
</tr>
</tbody>
</table>

Students receiving less than a grade of "C" in CST 110, ENG 110 or ENG 112 must repeat the course.

Writing emphasis courses (two courses required)

All students must either complete two writing emphasis courses or complete a major that has a writing-in-the-major program. If completing two courses, they must be at the 200 level or above, one of which must be at the 300 level or above. One course must be in the major (not core). See the class timetable (http://www2.uwlax.edu/Records/Registration-Tips-and-Tricks) for information on offerings each semester.
The following departments/majors have writing-in-the-major programs: art, biology, biochemistry, chemistry, clinical lab science, communication studies, computer science, educational studies, English: rhetoric and writing emphasis, English: literature emphasis, exercise and sport science, health education/health promotion, mathematics, microbiology, modern languages, occupational therapy, psychology, radiation therapy, recreation management/therapeutic recreation, sociology/archaeology, STEP EA-A majors (biology education, chemistry education, physics education, general science education, computer science education, mathematics education, English education, geography education, history education, political science education, sociology education, and general social studies education), and theatre arts. They incorporate writing requirements across their curriculum rather than identifying specific classes as writing emphasis classes. Students with majors in these departments will fulfill their writing emphasis requirement by completing that major. Transfer students who transfer courses from another institution that are applicable to the major should consult the department about fulfillment of the writing emphasis requirement.

**Writing emphasis courses do not count toward the 48 credit general education requirement unless identified in one of the general education categories.**

**Mathematical/Logical systems and modern languages: tools for structured analysis and communication (GE 02)**

(At least one math course must be completed prior to earning 60 credits.)

General education enhances students’ abilities to think, reason, and solve problems with precision and clarity. Study in this area helps students to understand that words and symbols can have exact definitions and usage, that analyses of some problems require strict use of structured rules, and that discoveries, results, and ideas must be communicated clearly to others who may be unfamiliar with such rules or language. This area of study includes courses in mathematics, computer science, logic, and foreign languages. Although these fields differ in many respects, each emphasizes the skilled use of symbols or language to analyze, evaluate, or communicate more effectively.

Minimum of seven credits required, which must include at least one math course. Non-native speakers of English may use one math course and an acceptable score on a test of English proficiency/placement exam to meet the mathematical/logical systems and modern languages requirement.³

**Mathematics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 135</td>
<td>Mathematics for Elementary Teachers I</td>
<td>4</td>
</tr>
<tr>
<td>MTH 136</td>
<td>Mathematics for Elementary Teachers II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MTH 150</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>or MTH 151</td>
<td>Precalculus</td>
<td>4</td>
</tr>
<tr>
<td>MTH 175</td>
<td>Applied Calculus</td>
<td>4</td>
</tr>
<tr>
<td>or MTH 207</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 265</td>
<td>Mathematical Models in Biology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Languages and other logical systems³**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHI 102</td>
<td>Elementary Chinese II</td>
<td>4</td>
</tr>
<tr>
<td>CHI 201</td>
<td>Intermediate Chinese I</td>
<td>4</td>
</tr>
<tr>
<td>CHI 202</td>
<td>Intermediate Chinese II</td>
<td>4</td>
</tr>
<tr>
<td>FRE 102</td>
<td>Elementary French II</td>
<td>3</td>
</tr>
<tr>
<td>FRE 201</td>
<td>Intermediate French I</td>
<td>3</td>
</tr>
<tr>
<td>FRE 202</td>
<td>Intermediate French II</td>
<td>3</td>
</tr>
<tr>
<td>GER 102</td>
<td>Elementary German II</td>
<td>4</td>
</tr>
<tr>
<td>GER 201</td>
<td>Intermediate German I</td>
<td>4</td>
</tr>
<tr>
<td>GER 202</td>
<td>Intermediate German II</td>
<td>4</td>
</tr>
<tr>
<td>RUS 102</td>
<td>Elementary Russian II</td>
<td>4</td>
</tr>
<tr>
<td>RUS 201</td>
<td>Intermediate Russian I</td>
<td>4</td>
</tr>
<tr>
<td>RUS 202</td>
<td>Intermediate Russian II</td>
<td>4</td>
</tr>
<tr>
<td>SPA 102</td>
<td>Elementary Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>SPA 103</td>
<td>Elementary Spanish I and II</td>
<td>4</td>
</tr>
<tr>
<td>SPA 201</td>
<td>Intermediate Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPA 202</td>
<td>Intermediate Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>MLG 102</td>
<td>World Languages: Elementary II</td>
<td>4</td>
</tr>
<tr>
<td>MLG 201</td>
<td>World Languages: Intermediate I</td>
<td>4</td>
</tr>
<tr>
<td>MLG 202</td>
<td>World Languages: Intermediate II</td>
<td>4</td>
</tr>
<tr>
<td>MLG 204</td>
<td>Heritage Language: Intermediate</td>
<td>4</td>
</tr>
<tr>
<td>ESL 250</td>
<td>ESL Speaking²</td>
<td>4</td>
</tr>
<tr>
<td>ESL 251</td>
<td>U.S. Culture and Film</td>
<td>4</td>
</tr>
<tr>
<td>ESL 252</td>
<td>ESL Writing/Grammar</td>
<td>4</td>
</tr>
<tr>
<td>ESL 253</td>
<td>ESL Research paper</td>
<td>4</td>
</tr>
<tr>
<td>CS 101</td>
<td>Introduction to Computing</td>
<td>4</td>
</tr>
<tr>
<td>CS 120</td>
<td>Software Design I</td>
<td>4</td>
</tr>
<tr>
<td>CT 100</td>
<td>Introduction to Computational Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PHL 101</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Non-native speakers of English may satisfy the modern language option by exhibiting proficiency (a score of 70 or above) on the La Crosse Battery of Exams for non-native speakers of English or by earning a score on the TOEFL or IELTS that results in admission to UW-L as a degree seeking student (contact the English as a Second Language Institute for eligibility and regulations). None of these exams provide college credit but will suffice to satisfy Languages and Other Logical Systems requirements above. Students utilizing the exam option will still need to complete a minimum of 48 credits applicable to the general education program. Students in the English as a Second Language (ESL) program may satisfy modern language option (Languages and Other Logical Systems) by completing ESL 252 or ESL 253 and one additional course from ESL 250, ESL 251, ESL 252, ESL 253 (maximum of four credits from these courses applicable to general education).

³ Non-native speakers should NOT enroll in a 101, 102, 201, or 202 level course taught in their native language. Native English speakers are not eligible to enroll in ESL 250, ESL 251, ESL 252, or ESL 253.

**Liberal Studies**

The “Liberal Studies” component of general education engages students in the study of major areas of knowledge and experience. Liberal studies courses afford opportunities for students to evaluate critically their heritage and see beyond the boundaries of their culture, to think scientifically in both the natural and social spheres, to explore texts thoroughly and imaginatively, to respond sensitively to the expressive arts, and to plan a life which makes the best possible use of work and leisure time. The thematic categories and inquiry-based teaching and learning in liberal studies courses help students to see connections.
among fields of knowledge and to understand different perspectives and ways of thinking about important questions.

**Minority cultures or multiracial women's studies (GE 03)**

An essential goal of general education is to improve students’ understanding of and sensitivity to cultural diversity in the United States. All students take at least one course that focuses on minority cultures in the United States or women in the United States from a multiracial perspective. All courses in this category fulfill the UW System ethnic studies (ES) requirement.

Minimum of three credits required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT/ERS 362</td>
<td>Hmong Americans</td>
<td>3</td>
</tr>
<tr>
<td>ANT 375</td>
<td>Language, Power, and Inequality</td>
<td>3</td>
</tr>
<tr>
<td>ECO 336</td>
<td>Women in the U.S. Economy</td>
<td>3</td>
</tr>
<tr>
<td>EDS 206</td>
<td>Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>EFN 205</td>
<td>Understanding Human Differences</td>
<td>3</td>
</tr>
<tr>
<td>ENG/ERS 207</td>
<td>Multicultural Literature of the United States</td>
<td>3</td>
</tr>
<tr>
<td>ENG/ERS 210</td>
<td>Literature of Black America</td>
<td>3</td>
</tr>
<tr>
<td>ENG/ERS 215</td>
<td>African American Authors</td>
<td>3</td>
</tr>
<tr>
<td>ERS 100</td>
<td>Introduction to Ethnic and Racial Studies</td>
<td>3</td>
</tr>
<tr>
<td>HIS 306</td>
<td>Ethnic America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 336</td>
<td>Hispanics in the United States</td>
<td>3</td>
</tr>
<tr>
<td>MUS 209</td>
<td>History of Jazz Culture</td>
<td>3</td>
</tr>
<tr>
<td>PHL 335</td>
<td>Multicultural Philosophy in the United States</td>
<td>3</td>
</tr>
<tr>
<td>POL 205</td>
<td>Women and Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 285</td>
<td>Culture and Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>PSY 318</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>SAH 307</td>
<td>Changing the Culture, Women in Science</td>
<td>3</td>
</tr>
<tr>
<td>SOC 225</td>
<td>Racial and Ethnic Minorities</td>
<td>3</td>
</tr>
<tr>
<td>WGS 100</td>
<td>Gender, Race and Class in American Institutions</td>
<td>3</td>
</tr>
<tr>
<td>WGS 130</td>
<td>Women’s Diversity: Race, Class, and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

**International and multicultural studies: becoming world citizens (GE 04)**

Knowledge about the variety of human experience is an integral part of liberal education. Moreover, the international dimensions of politics, commerce, economics, and culture touch our lives every day. We live in an interdependent world in which understanding of other cultures and societies is essential. These general education courses include world history and global studies courses that focus on the peoples, cultures, and societies of the world. Some courses in this category fulfill the UW System ethnic studies (ES) requirement.

Minimum of six credits required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 200</td>
<td>World Archaeology: Origins and Development of</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Human Culture and Society</td>
<td></td>
</tr>
<tr>
<td>HIS 101</td>
<td>Global Origins of the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>or HIS 102</td>
<td>Global Transition and Change</td>
<td></td>
</tr>
</tbody>
</table>

**Global and multicultural studies (one course required)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT/ECO/GEO/</td>
<td>Contemporary Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>HIS/POL/SOC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>202</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANT 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>ART 301</td>
<td>World Art</td>
<td>3</td>
</tr>
</tbody>
</table>

**Science: understanding the natural world (GE 05)**

As the health and prosperity of our society becomes more dependent on science and technology, our future becomes increasingly dependent upon a scientifically literate population. Individuals in our society must be sufficiently knowledgeable about scientific facts and applications to make skilled decisions concerning their use in addressing society's problems. Courses in this area include the study of basic scientific knowledge, the role of applied science and technology as agents of change in society, and a laboratory component to develop an understanding of scientific inquiry.

Minimum of four credits required; one course must be a natural laboratory science from below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHI 320</td>
<td>Introduction to Chinese Civilization</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>ENG 208</td>
<td>International Studies in Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENV 201</td>
<td>Introduction to Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>FRE 220</td>
<td>France and the Francophone World</td>
<td>3</td>
</tr>
<tr>
<td>GEO 110</td>
<td>World Cultural Regions</td>
<td>3</td>
</tr>
<tr>
<td>GEO 200</td>
<td>Conservation of Global Environments</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101</td>
<td>Global Origins of the Modern World (which ever</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>was not taken from world history list above)</td>
<td></td>
</tr>
<tr>
<td>or HIS 102</td>
<td>Global Transition and Change</td>
<td>3</td>
</tr>
<tr>
<td>INS 250</td>
<td>Orientation to Study Abroad</td>
<td>3</td>
</tr>
<tr>
<td>&amp; INS 251</td>
<td>and Study Abroad Practicum: Journaling</td>
<td></td>
</tr>
<tr>
<td>&amp; INS 252</td>
<td>and Cross-Cultural Reentry From Study Abroad</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(must complete all 3 INS courses to count)</td>
<td></td>
</tr>
<tr>
<td>MIC 130</td>
<td>Global Impact of Infectious Disease</td>
<td>3</td>
</tr>
<tr>
<td>MLG 304</td>
<td>Heritage Language: Advanced</td>
<td>4</td>
</tr>
<tr>
<td>MUS 201</td>
<td>Musical Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MUS 204</td>
<td>Latin American Music: Its Context and Impact</td>
<td>3</td>
</tr>
<tr>
<td>PHL 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>PHL 336</td>
<td>International Multicultural Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHL 349</td>
<td>Asian Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHY 142</td>
<td>Navigating Global Nuclear Issues</td>
<td>3</td>
</tr>
<tr>
<td>POL 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>POL 234</td>
<td>Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 244</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSY 282</td>
<td>Cross-Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>THA 351</td>
<td>World Theatre</td>
<td>3</td>
</tr>
<tr>
<td>WGS 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANT 102</td>
<td>Introduction to Physical Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 100</td>
<td>Biology for the Informed Citizen</td>
<td>4</td>
</tr>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHM 100</td>
<td>Contemporary Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>ESC 101</td>
<td>Earth Environments</td>
<td>4</td>
</tr>
<tr>
<td>MIC 100</td>
<td>Microbes and Society</td>
<td>4</td>
</tr>
<tr>
<td>PHY 103</td>
<td>Fundamental Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 106</td>
<td>Physical Science for Educators</td>
<td>4</td>
</tr>
<tr>
<td>PHY 125</td>
<td>Physics for the Life Sciences</td>
<td>4</td>
</tr>
<tr>
<td>AST/PHY 155</td>
<td>Solar System Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>AST/PHY 160</td>
<td>Stars, Galaxies and the Universe</td>
<td>4</td>
</tr>
</tbody>
</table>
Course from the literature category.

Minimum of three credits required; one course must be a literature course from the literature category.

Minimum of three credits required.

Humanistic studies: the search for values and meaning (GE 07)

Academic study of the humanities involves the study of language as a medium for recording human experience and the major forms of such records: philosophical, historical, and literary. Students have the opportunity to test specialized knowledge and personal experience of humanity. These courses focus on what it means to be human, and what was, is, and should be valued by human beings.

Minimum of three credits required; one course must be a literature course from the literature category.

Literature

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CHI 305</td>
<td>Introduction to Modern Chinese Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>Literature and Human Experience</td>
<td>3</td>
</tr>
<tr>
<td>ENG 201</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 202</td>
<td>American Literature II</td>
<td>3</td>
</tr>
</tbody>
</table>

Arts: the aesthetic experience (GE 08)

The arts represent a fusion of the emotional, spiritual, and intellectual realities of the human condition. Study of the arts leads to heightened aesthetic experiences and deepens cultural understanding. This includes courses that focus on understanding, appreciating, and experiencing the fine and performing arts.

Minimum of two courses required from different departments.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 102</td>
<td>Art Appreciation</td>
<td>2</td>
</tr>
<tr>
<td>ART 160</td>
<td>General Art Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ART 172</td>
<td>Photography Survey</td>
<td>3</td>
</tr>
<tr>
<td>ART 302</td>
<td>Visual Language in the Global Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ART 332</td>
<td>Themes of Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td>ESS 104</td>
<td>Dance Appreciation</td>
<td>2</td>
</tr>
<tr>
<td>MUS 105</td>
<td>Music Appreciation</td>
<td>2</td>
</tr>
<tr>
<td>MUS 110</td>
<td>The Listening Experience in Music</td>
<td></td>
</tr>
<tr>
<td>MUS 317</td>
<td>Musical Classroom</td>
<td>3</td>
</tr>
<tr>
<td>PHL 332</td>
<td>Philosophy of the Arts</td>
<td>3</td>
</tr>
<tr>
<td>THA 110</td>
<td>Theatre Appreciation</td>
<td>2</td>
</tr>
<tr>
<td>THA 120</td>
<td>Acting for Non-Majors</td>
<td>3</td>
</tr>
<tr>
<td>THA 201</td>
<td>Dramatic Literature and Theatre Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

Health and physical well-being: learning to create healthy lives (GE 09)

The miracles of modern medicine exist side by side with many kinds of limiting physical conditions such as heart disease and obesity. Many health problems could be prevented or ameliorated by alterations in the ways that people live. The courses in this area focus on knowledge and skills necessary for the appreciation and enhancement of a healthful lifestyle. They emphasize health and physical well-being throughout the life span and explore major health issues, physical fitness, and effective use of leisure.

Minimum of three credits required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 207</td>
<td>Youth Health Issues</td>
<td>3</td>
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<tr>
<td>HPR 105</td>
<td>Creating A Healthy, Active Lifestyle</td>
<td>3</td>
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<tr>
<td>HP 105</td>
<td>Analysis of Health, Wellness and Disease for the</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Health Care Consumer</td>
<td></td>
</tr>
</tbody>
</table>

UWL 100 First Year Seminar

University-Wide Learning
Interdisciplinary course
This course is offered to new students to help them transition to UW-La Crosse and to college life. The course is applicable to the General Education Program under Self and Society: Understanding Oneself and the Social World.

**+UWL 100 Cr. 1**

**First Year Student Seminar**

Students in this course will individually and collaboratively pursue the question "What does it mean to be an educated person?" Consideration of this question will include exploration of the skills, habits of mind, and environments necessary for a lifetime of learning. Specifically, students will consider the college experience as an opportunity to become a more educated person, and the strategies and practices that will assist students in taking full advantage of a University of Wisconsin-La Crosse education. The course will focus on various elements of college success, including study skills, community building, and meaningful academic experiences. This course meets for 12 weeks and is designed for first year students. Offered Fall.
Degree Requirements - Undergraduate

- Baccalaureate degree requirements (p. 64)
  - Second baccalaureate degree policy (p. 64)
  - Second major or minor policy (p. 64)
  - Associate degree requirements (p. 64)
  - Special degrees (p. 68)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ))
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Second baccalaureate degree policy

A graduate who has earned one baccalaureate degree at UWL and who subsequently becomes a candidate for a second baccalaureate degree must meet all core, professional, and major requirements for the second degree and must earn at least 30 resident credits beyond the first degree. Students with a previously earned baccalaureate degree from another regionally accredited institution must meet all professional and major/minor requirements. Students with demonstrated evidence of a previously earned baccalaureate degree from another regionally accredited institution, who wish to complete the requirements for another major/minor at UWL, must enroll as a special non-degree student and fulfill all professional and major/minor requirements. If all required courses are earned in residence, a notation will be made on the student’s transcript indicating an additional major/minor has been completed.

Associate degree requirements

Candidates for the associate degree must complete the following:

1. Earn a total of 60 or more semester credits applicable to a bachelor’s degree at UWL. At least 15 credits must be earned at UWL.
2. Achieve a 2.00 cumulative grade point average.
3. Complete a minimum of 13 credits in general education skills courses. See "Skills" section below.
4. Complete a minimum of 36 credits of general education liberal studies courses. See “Liberal Studies” section below.
5. Complete one two-semester sequence of courses.
6. File an application for the associate degree with the Office of Records and Registration and pay the application fee.
7. Remove all indebtedness to the university.

Skills

Proficiency tests are available in skills courses. Contact appropriate department for information.

Literacy: Tools for skilled communication

(Six credits required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 112</td>
<td>College Writing AP (Advanced Placement)</td>
<td></td>
</tr>
<tr>
<td>CST 110</td>
<td>Communicating Effectively</td>
<td>3</td>
</tr>
</tbody>
</table>

Students receiving a grade lower than a "C" in ENG 110 or ENG 112 and CST 110 must repeat the course.

Mathematical/logical systems and modern languages: Tools for structured analysis and communication

(Minimum of seven credits required; minimum of four credits must be taken from the mathematics section below.)
### Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MTH 135</td>
<td>Mathematics for Elementary Teachers I</td>
<td>4</td>
</tr>
<tr>
<td>MTH 136</td>
<td>Mathematics for Elementary Teachers II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MTH 150</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>or MTH 151</td>
<td>Precalculus</td>
<td>4</td>
</tr>
<tr>
<td>MTH 175</td>
<td>Applied Calculus</td>
<td>4</td>
</tr>
<tr>
<td>or MTH 207</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 265</td>
<td>Mathematical Models in Biology</td>
<td>4</td>
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</table>

### Logical systems and modern language

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHI 102</td>
<td>Elementary Chinese II</td>
<td>4</td>
</tr>
<tr>
<td>CHI 201</td>
<td>Intermediate Chinese I</td>
<td>4</td>
</tr>
<tr>
<td>CHI 202</td>
<td>Intermediate Chinese II</td>
<td>4</td>
</tr>
<tr>
<td>FRE 102</td>
<td>Elementary French II</td>
<td>3</td>
</tr>
<tr>
<td>FRE 201</td>
<td>Intermediate French I</td>
<td>3</td>
</tr>
<tr>
<td>FRE 202</td>
<td>Intermediate French II</td>
<td>3</td>
</tr>
<tr>
<td>GER 102</td>
<td>Elementary German II</td>
<td>4</td>
</tr>
<tr>
<td>GER 201</td>
<td>Intermediate German I</td>
<td>4</td>
</tr>
<tr>
<td>GER 202</td>
<td>Intermediate German II</td>
<td>4</td>
</tr>
<tr>
<td>RUS 102</td>
<td>Elementary Russian II</td>
<td>4</td>
</tr>
<tr>
<td>RUS 201</td>
<td>Intermediate Russian I</td>
<td>4</td>
</tr>
<tr>
<td>RUS 202</td>
<td>Intermediate Russian II</td>
<td>4</td>
</tr>
<tr>
<td>SPA 102</td>
<td>Elementary Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>SPA 103</td>
<td>Elementary Spanish I and II</td>
<td>4</td>
</tr>
<tr>
<td>SPA 201</td>
<td>Intermediate Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPA 202</td>
<td>Intermediate Spanish II</td>
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<tr>
<td>MLG 102</td>
<td>World Languages: Elementary II</td>
<td>4</td>
</tr>
<tr>
<td>MLG 201</td>
<td>World Languages: Intermediate I</td>
<td>4</td>
</tr>
<tr>
<td>MLG 202</td>
<td>World Languages: Intermediate II</td>
<td>4</td>
</tr>
<tr>
<td>MLG 204</td>
<td>Heritage Language: Intermediate</td>
<td>4</td>
</tr>
<tr>
<td>CS 101</td>
<td>Introduction to Computing</td>
<td>4</td>
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<tr>
<td>CS 120</td>
<td>Software Design I</td>
<td>4</td>
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<tr>
<td>CT 100</td>
<td>Introduction to Computational Thinking</td>
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</tr>
<tr>
<td>PHL 101</td>
<td>Introduction to Logic</td>
<td>3</td>
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</tbody>
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### Liberal studies

**Science: understanding the natural world**

(Minimum of eight credits required; one course must be from the natural laboratory science section below.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ANT 102</td>
<td>Introduction to Physical Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 100</td>
<td>Biology for the Informed Citizen</td>
<td>4</td>
</tr>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
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<tr>
<td>CHM 100</td>
<td>Contemporary Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>ESC 101</td>
<td>Earth Environments</td>
<td>4</td>
</tr>
<tr>
<td>MIC 100</td>
<td>Microbes and Society</td>
<td>4</td>
</tr>
<tr>
<td>PHY 103</td>
<td>Fundamental Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 106</td>
<td>Physical Science for Educators</td>
<td>4</td>
</tr>
<tr>
<td>PHY 125</td>
<td>Physics for the Life Sciences</td>
<td>4</td>
</tr>
<tr>
<td>PHY 203</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>AST/PHY 155</td>
<td>Solar System Astronomy</td>
<td>4</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 102</td>
<td>Contemporary Issues in Biological Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ESC 211</td>
<td>Global Warming and Climate Change</td>
<td>3</td>
</tr>
</tbody>
</table>

**International and multicultural studies/self and society**

(Minimum nine credits required from two disciplines. Must take at least one course each from the world history, global and multicultural studies, and self and society sections; maximum of 15 cr.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARC 200</td>
<td>World Archaeology: Origins and Development of Human Culture and Society</td>
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</tr>
<tr>
<td>HIS 101</td>
<td>Global Origins of the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>or HIS 102</td>
<td>Global Transition and Change</td>
<td>3</td>
</tr>
<tr>
<td>ANT/ECO/GEO/HIS/POL/SOC 202</td>
<td>Contemporary Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>ANT 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>ART 301</td>
<td>World Art</td>
<td>3</td>
</tr>
<tr>
<td>CHI 320</td>
<td>Introduction to Chinese Civilization</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>ENG 208</td>
<td>International Studies in Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENV 201</td>
<td>Introduction to Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>FRE 220</td>
<td>France and the Francophone World</td>
<td>3</td>
</tr>
<tr>
<td>GEO 110</td>
<td>World Cultural Regions</td>
<td>3</td>
</tr>
<tr>
<td>GEO 200</td>
<td>Conservation of Global Environments</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101</td>
<td>Global Origins of the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>or HIS 102</td>
<td>Global Transition and Change</td>
<td>3</td>
</tr>
<tr>
<td>MIC 130</td>
<td>Global Impact of Infectious Disease</td>
<td>3</td>
</tr>
<tr>
<td>MLG 304</td>
<td>Heritage Language: Advanced</td>
<td>4</td>
</tr>
<tr>
<td>MUS 201</td>
<td>Musical Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MUS 204</td>
<td>Latin American Music: Its Context and Impact</td>
<td>3</td>
</tr>
<tr>
<td>PHL 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>PHL 336</td>
<td>International Multicultural Philosophy</td>
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<tr>
<td>PHL 349</td>
<td>Asian Philosophy</td>
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<tr>
<td>PHY 142</td>
<td>Navigating Global Nuclear Issues</td>
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<tr>
<td>POL 212</td>
<td>Search for Economic Justice</td>
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<tr>
<td>POL 234</td>
<td>Comparative Politics</td>
<td>3</td>
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<td>POL 244</td>
<td>International Relations</td>
<td>3</td>
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<tr>
<td>PSY 282</td>
<td>Cross-Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>THA 351</td>
<td>World Theatre</td>
<td>3</td>
</tr>
<tr>
<td>WGS 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
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</table>

**Self and society**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 101</td>
<td>Human Nature/Human Culture</td>
<td>3</td>
</tr>
<tr>
<td>ARC 100</td>
<td>Archaeology: Discovering Our Past</td>
<td>3</td>
</tr>
<tr>
<td>CST 271</td>
<td>Contemporary Media in Everyday Life</td>
<td>3</td>
</tr>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>EDS 203</td>
<td>School, Society, and Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 220</td>
<td>Women and Popular Culture</td>
<td>3</td>
</tr>
<tr>
<td>ERS 220</td>
<td>Introduction to Ethnic and Racial Stereotypes in the Media</td>
<td>3</td>
</tr>
</tbody>
</table>
Although no more than six credits may be from arts: the aesthetic experience section, two courses must be from the arts: the aesthetic experience section, (Minimum of nine credits required. One course must be from literature.

**Humanistic studies and the arts**

(Minimum of nine credits required. One course must be from literature. Two courses must be from the arts: the aesthetic experience section, although no more than six credits may be from arts: the aesthetic experience.)

**Literature**
- CHI 305 Introduction to Modern Chinese Literature 3
- ENG 200 Literature and Human Experience 3
- ENG 201 American Literature I 3
- ENG 202 American Literature II 3
- ENG 203 English Literature I 3
- ENG 204 English Literature II 3
- ENG 205 Western Literature I 3
- ENG 206 Western Literature II 3
- FRE 395 French Literary Voices in English 3
- GER 399 German Literature in Translation 3
- MLG 299 Foreign Literature in Translation 3
- RUS 305 Golden Age Russian Literature and Culture 3

**Humanities**
- HIS 205 Ethics and Religion 3
- PHL 100 Introduction to Philosophy 3
- PHL 200 Introduction to the Literature of Philosophy 3
- POL 251 Political Theory 3

**Arts: the aesthetic experience**
- ART 102 Art Appreciation 2
- ART 160 General Art Foundations 3
- ART 172 Photography Survey 3
- ART 302 Visual Language in the Global Classroom 3
- ART 332 Themes of Contemporary Art 3
- ESS 104 Dance Appreciation 2
- MUS 105 Music Appreciation 2
- MUS 110 The Listening Experience in Music 3
- MUS 317 Musical Classroom 3
- MUS 317 Musical Classroom 3
- PHL 332 Philosophy of the Arts 3
- THA 110 Theatre Appreciation 2
- THA 120 Acting for Non-Majors 3
- THA 201 Dramatic Literature and Theatre Arts 3

**Integrated studies minority cultures/multiracial women's studies**

(Minimum of three credits required.)
- ANT/ERS 362 Hmong Americans 3
- ANT 375 Language, Power, and Inequality 3
- ECO 336 Women in the U.S. Economy 3
- EDS 206 Multicultural Education 3
- EFN 205 Understanding Human Differences 3
- ENG/ERS 207 Multicultural Literature of the United States 3
- ENG/ERS 210 Literature of Black America 3
- ENG/ERS 215 African American Authors 3
- ERS 100 Introduction to Ethnic and Racial Studies 3
- HIS 306 Ethnic America 3
- HIS 336 Hispanics in the United States 3
- MUS 209 History of Jazz Culture 3
- PHL 335 Multicultural Philosophy in the United States 3
- POL 205 Women and Politics 3
- PSY 285 Culture and Mental Health 3
- PSY 318 Psychology of Women 3
- SAH 307 Changing the Culture, Women in Science 3
- SOC 225 Racial and Ethnic Minorities 3
- WGS 100 Gender, Race and Class in American Institutions 3
- WGS 130 Women's Diversity: Race, Class, and Culture 3

**Health and well-being**

(One course required.)
- HED 207 Youth Health Issues 3
- HPR 105 Creating a Healthy, Active Lifestyle 3
- HP 105 Analysis of Health, Wellness and Disease for the Health Care Consumer 3

**Two-semester sequence of courses**

(One two-semester sequence required.)
- ACC 221 Accounting Principles I 6
- & ACC 222 and Accounting Principles II 6
- ARC 331 The Ancient Greek World 6
- & ARC 332 and Ancient Rome and the Mediterranean 6
- ART 162 Drawing Foundations 6
- & ART 164 and Design Foundations 6
- ART 162 Drawing Foundations 6
- & ART 166 and Three Dimensional Foundations 6
- ART 164 Design Foundations 6
- & ART 166 and Three Dimensional Foundations 6
- BIO 105 General Biology 8
- & BIO 203 and Organismal Biology 8
- BIO 105 General Biology 8
- & MIC 230 and Fundamentals of Microbiology 8
- BIO 312 Human Anatomy and Physiology I 8
- & BIO 313 and Human Anatomy and Physiology II 8
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<td>Communicating Effectively and Contemporary Media in Everyday Life</td>
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<td>Microeconomics and Public Policy and Global Macroeconomics</td>
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<td>Foundations for Literary Studies and Critical Theory</td>
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<td>ENG 303</td>
<td>Advanced Composition and Introduction to Rhetoric and Writing Studies</td>
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<td>Reporting and Copy Editing and Feature and Specialized Writing</td>
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<td>ENG 332</td>
<td>Modern English Grammars and Introduction to Linguistics</td>
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<td>Introduction to Professional Writing and Writing for Management, Public Relations and the Professions</td>
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<td>Global Origins of the Modern World and Contemporary Global Issues</td>
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<td>Global Transition and Change and Contemporary Global Issues</td>
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<td>HIS 230</td>
<td>Survey of Ancient and Medieval Worlds and Survey of Modern Europe</td>
<td>6</td>
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<td>&amp; HIS 240</td>
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<td>HIS 318</td>
<td>Exhibition Development and Design I and Material Culture</td>
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<tr>
<td>HIS 330</td>
<td>History of Religions and Modern Christianity</td>
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<td>&amp; HIS 326</td>
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<td>History of Religions and History of Buddhism</td>
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<td>History of Religions and History of Hinduism</td>
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<td>History of Religions and History of Islam</td>
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<td>The Ancient Greek World and Ancient Rome and the Mediterranean</td>
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<td>Aspects of Chinese History and History of China</td>
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<td>Nineteenth Century Latin America and Twentieth Century Latin America</td>
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<td>and Theatre Studies II: Renaissance Thru Mid 19th Century</td>
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<td>and World Theatre</td>
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### Special degrees

The awarding of a baccalaureate degree is the pinnacle of the undergraduate college experience. Occasionally events take place where the need to consider additional degree options arises in order to honor those who have provided exemplary service to the university or to extend sympathy and compassion to the families and friends of deceased students near completion of their degrees. UWL has policies for awarding honorary, extraordinary, and posthumous degrees in recognition of these exceptional situations.

See the special baccalaureate degrees full policy (http://catalog.uwlax.edu/undergraduate/degerequirements/Special_Degree_Options_Final.doc) for UWL's specific procedures.
The College of Business Administration (CBA)

Dean - Laura Milner
Associate Dean - Kenneth Rhee
Assistant to the Dean - Becky Vianden
138 Wimberly Hall; 608.785.8090
www.uwlax.edu/cba

The College of Business Administration’s undergraduate and graduate (MBA) programs provide business education opportunities for students from across the state, the country, and the world. The undergraduate program primarily serves residential full-time students in a traditional campus learning environment. The MBA program was originally designed to serve working professionals in the region but has grown to accommodate international and domestic students who chose to attend on a full-time basis.

Mission
"Foster academic excellence, career success and community engagement through enriching, interactive experiences."

Vision
"To be recognized for quality as the leading business school among regional and state comprehensive universities."

Values
- **Teaching**: highly effective and innovative teaching employing relevant curriculum.
- **Scholarship**: scholarship that advances discipline-based knowledge, best practices, and teaching pedagogy, each equally enriching student learning.
- **Faculty**: quality faculty who are accessible, responsive, and dedicated to student learning.
- **Students**: quality students who are actively engaged in their professional and personal development.
- **Learning**: a highly interactive learning environment that fosters strong relationships and student success.
- **Global Engagement**: global engagement and collaboration to increase international awareness and opportunities.
- **High Standards**: high standards that reflect best practices and ethical behavior, stimulate intellectual growth, and promote continuous improvement.
- **Diversity**: acceptance and respect for human and ideological differences.
- **Sustainability**: promotion of sustainable practices in the use of economic, ecological, and social resources.
- **Service**: service to the university, discipline, and community that promotes strong partnerships and advances professional and economic development.

Departments/units
- Accountancy
- Economics
- Finance
- Information Systems
- Management
- Marketing
- Small Business Development Center (http://www.uwlax.edu/sbdc)
- Center for Entrepreneurship, Sustainability and International Trade

Degrees offered
- Bachelor of Science
- Master of Business Administration (see graduate catalog)

Majors and minors
The following majors and minors are available:

B.S. = Bachelor of Science  m = minor

- Accountancy (p. 71) (B.S., m)
- Business Administration (p. 74) (m) (not open to business majors)
- Economics (p. 75) (B.S., m)
- Finance (p. 78) (B.S.)
- Finance with Risk, Insurance, & Financial Planning Concentration (p. 78) (B.S.)
- Health Information Systems Management (p. 82) (m)
- Health Information Management and Technology (p. 82) (B.S.)
- Information Systems (p. 82) (B.S., m)
- International Business (p. 86) (B.S., m)
- Management (p. 89) (B.S.)
- Marketing (p. 92) (B.S.)
- Sustainable Business (p. 74) (m)

Advisor assignment

Students are assigned to faculty advisors in their declared major area. Advisors help students develop programs, plan schedules, discuss major and career choices, and refer for assistance in the case of academic difficulties. Students are required to meet with their faculty advisor at least once a semester.

The final responsibility for selecting courses and meeting graduation requirements rests with the student. Students should review course prerequisites by checking course descriptions in the appropriate listings of this catalog and consult with their faculty advisor and/or seek assistance from the dean’s office. The College of Business Administration offers additional program advising (http://www.uwlax.edu/CBA/CBA-Academic-Advising).

CBA Business Program policy

Students who desire to major in business must be admitted to the CBA Business Program in order to register for the professional, upper division (300/400 numbers) courses offered by the college. An application for admission to the CBA Business Program (http://www.uwlax.edu/
CBA/Admission-into-the-Business-Program) must be completed and approved by the dean prior to the semester the student plans to enroll in upper division College of Business Administration course work.

Application forms for admission to the Business Program are obtained from the CBA Dean’s Office (http://www.uwlax.edu/CBA/About-the-CBA) in 138 Wimberly Hall, and may be submitted for either fall or spring semesters. Applications are due by mid-semester. Late applications may not be accepted. To avoid scheduling problems, pre-business students should work closely with their faculty advisors in order to complete the pre-business program within their freshman and sophomore years at UWL. Students who undertake their freshman and sophomore years of study at another university should familiarize themselves with the college’s business requirements and the university’s general education program, and plan their program of study accordingly.

### Admission to CBA Business Program requirements

1. "C" grades or higher earned (or in progress) in:
   - ACC 221  Accounting Principles I  3
   - ACC 222  Accounting Principles II  3
   - ECO 110  Microeconomics and Public Policy  3
   - ECO 120  Global Macroeconomics  3
   - BUS 205  The Legal & Ethical Environment of Business  3

2. 54 credits or higher earned (or in progress).

3. Three of the following core courses completed (or in progress):
   - BUS 230  Business and Economics Research and Communication  3
   - ENG 110  College Writing I  3
   - IS 220  Information Systems for Business Management  4
   - MTH 145  Elementary Statistics (or equivalent)  4
   - MTH 175  Applied Calculus  4-5
   - BUS 300  Business Communication  3

4. Any remaining pre-business courses not taken prior to admission should be completed during the first semester after admission to the program.

5. Earn a 2.50 cumulative grade point at time of application. This includes courses taken at UW-La Crosse and elsewhere.

### College of Business Administration (CBA) core requirements

All students enrolled in any program within the college must complete the 16 business core courses listed below and all requirements for the major (see department listings). Courses numbered at the 100 and 200 level as well as BUS 300 are considered pre-business courses.

- ECO 110  Microeconomics and Public Policy  3
- ECO 120  Global Macroeconomics  3
- BUS 205  The Legal & Ethical Environment of Business  3
- ACC 221  Accounting Principles I  3
- ACC 222  Accounting Principles II  3
- IS 220  Information Systems for Business Management  4
- BUS 230  Business and Economics Research and Communication  3
- ENG 110  College Writing I  3
- MGT 308  Behavior and Theory in Organizations  3
- MGT 309  Principles of Marketing  3
- MGT 393  Production and Operations Management  3
- MGT 449  Administrative Policy Determination  3
- MTH 145  Elementary Statistics (or equivalent)  4
- MTH 175  Applied Calculus  4-5
- BUS 300  Business Communication  3

Total Credits: 51-52

1 These courses also will fulfill Gen Ed requirements.
2 Accountancy majors may complete in first year.
3 Taken final semester; requires completion of all other core requirements.
Second major in College of Business Administration

Business students may complete a second business major by completing all courses required for the second major as described in the catalog. With the exception of economics, students may not use the same courses to fulfill both majors.

Business students seeking a second major or minor in liberal studies and science areas may do so by completing all requirements of the major or minor they elect, as stated in the catalog. Double counting courses in both majors, as appropriate, is allowed.

Scholarships

Scholarships are available to students who have demonstrated outstanding leadership qualities and have achieved scholastic excellence in the College of Business Administration program. Information may be obtained from the UW-La Crosse Foundation (http://www.uwfoundation.org) office in the Cleary Alumni and Friends Center.

Internships

Students may elect to take up to 15 College of Business Administration internship credits upon receiving approval of the department chair and dean. Internship credits may be applied toward fulfilling major requirements.

To be eligible for a College of Business Administration internship, a student must have a cumulative grade point of 2.50 or above and have completed the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 221</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 222</td>
<td>Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>The Legal &amp; Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 230</td>
<td>Business and Economics Research and Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 355</td>
<td>Principles of Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>IS 220</td>
<td>Information Systems for Business Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT 308</td>
<td>Behavior and Theory in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MKT 309</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Graduation/degree requirements

Students seeking to graduate from the College of Business Administration must:

1. Fulfill the university’s general education requirements.
2. Achieve a minimum 2.00 grade point average in the business core and the business major.
3. Fulfill all other university general requirements.
4. Complete at least 50% of the business course requirements (core and major) in residence at UWL.

All CBA students are expected to confirm their degree completion with the dean’s office before the start of their final semester.

Joint business program with WTC

Articulation agreements between Western Technical College (WTC) and UWL facilitate the transfer of credit between the two institutions. The following College of Business Administration programs are affected:

- Students who enroll in WTC’s Accounting, Business Management, Finance, or Marketing Program and complete certain classes may transfer to UW-La Crosse with partial work already completed towards a Bachelor of Science with a major residing in UWL’s College of Business Administration.
- Students who enroll in WTC’s IT-Network System Administration or IT-Web & Software Developer Program and complete certain classes may transfer to UW-La Crosse with partial work already completed towards a Bachelor of Science with a major in Information Systems at UWL.

Contact the Admissions Office (http://www.uwla.edu/Admissions/Transfer-student) for more specific information. Students who earned an associate degree from another UW System institution are exempt from UWL’s general education requirements, although students must still meet all other UW degree, college, and major requirements.

Accountancy Department (ACC)

College of Business Administration
Department Chair: William Maas
415B Wimberly Hall, 608.785.6830
Email: wmaas@uwla.edu (kwinter@uwla.edu)
www.uwla.edu/accountancy

The Accountancy Program at UW-La Crosse is designed to provide students with a balanced approach of the practical and the theoretical, preparing students for not only their first job but their career. The success of the UW-La Crosse accountancy program is evidenced by the accomplishments of our alumni, the number of internship placements, and the performance of UW-La Crosse students on the CPA exam. During the 2015-2016 academic year, over 50 accountancy majors participated in well-paid internships. Essentially all UW-La Crosse accountancy graduates are placed in accountancy positions, with the lowest placement rate in the last nine years at 94 percent.

Wisconsin and Minnesota, along with most other states, require 150 credits as part of the CPA certification. UW-La Crosse offers a flexible approach to completing the 150 credits. A large number of UW-La Crosse students combine the accounting degree with another undergraduate specialty, such as finance. The advantage of this approach is that students can complete their degree, the 150 hours, and an internship in four-and-one-half years, graduating in December.

Accountancy credit by examination policy

The Department of Accountancy offers students the opportunity to attempt “credit by examination” for ACC 221 Accounting Principles I (3 cr.), ACC 222 Accounting Principles II (3 cr.), and ACC 235 Survey of Accounting (3 cr.). Information about the examination is available from the department chair.

Students in the College of Business Administration must be admitted to business (p. 69) and also complete the college core requirements.

2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.
Major requirements

Admission

Admission to the College of Business Administration (p. 69)

The 300/400 level accountancy courses are open only to those students who have been admitted to the business program. Exceptions to this policy may be made only by the College of Business Administration Dean. Students will be allowed to register for ACC 321 Intermediate Accounting I (4 cr.), without having been admitted to the business program.

Curriculum

(College of Business Administration)

28 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 321</td>
<td>Intermediate Accounting I ¹</td>
<td>4</td>
</tr>
<tr>
<td>ACC 322</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACC 325</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 327</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACC 330</td>
<td>Individual Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACC 418</td>
<td>Business Law for Accountants</td>
<td>3</td>
</tr>
<tr>
<td>ACC 421</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 438</td>
<td>Principles of Auditing</td>
<td>3</td>
</tr>
<tr>
<td>Plus three credits of ACC numbered higher than 321 ²</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

¹ Accountancy majors are allowed and encouraged to register for ACC 321 Intermediate Accounting I (4 cr.), before being admitted to the business program.

² Except for ACC 350, ACC 450, and ACC 499

Additional requirement for accountancy majors:

- A cumulative grade point average of 2.50 in the accountancy major courses.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 72)
- Baccalaureate degree requirements (p. 73)

College of Business Administration (CBA) core requirements

All students enrolled in any program within the college must complete the 16 business core courses listed below and all requirements for the major (see department listings). Courses numbered at the 100 and 200 level as well as BUS 300 are considered pre-business courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>The Legal &amp; Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
</tbody>
</table>
Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).) Grade point average requirements for some programs may be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprd/?cmd=login&languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

**This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.**

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy - Written)</td>
<td>3</td>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 110 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td>ECO 120 (Gen Ed Global Studies)</td>
<td>3</td>
</tr>
<tr>
<td>MTH 175 or 207 (Depending on math placement exam scores)</td>
<td>4</td>
<td>ACC 221</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>MTH 145 (Depending on math placement exam scores)</td>
<td>4</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2</td>
<td>Gen Ed Arts</td>
<td>2</td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 220</td>
<td>4</td>
<td>BUS 230</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>3</td>
<td>ACC 321</td>
<td>4</td>
</tr>
<tr>
<td>ACC 222</td>
<td>3</td>
<td>BUS 300</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>Gen Ed Hum - Lit</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
</tr>
</tbody>
</table>

Apply to Business Program in CBA Dean’s Office (138 Wimberly Hall)
Accountancy Minor

Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 322</td>
<td>3</td>
<td>ACC 327</td>
<td>3</td>
</tr>
<tr>
<td>ACC 330 or 325 (ACC 330 if taking ACC 350 in Spring)</td>
<td>3</td>
<td>MGT 308</td>
<td>3</td>
</tr>
<tr>
<td>MKT 309</td>
<td>3</td>
<td>ACC 330 or 325</td>
<td>3</td>
</tr>
<tr>
<td>FIN 355</td>
<td>3</td>
<td>ACC 300/400</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
</tr>
</tbody>
</table>

Gen Ed Elective

BUS 350

Year 4

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 421</td>
<td>3</td>
<td>ACC 450 (CBA Internship)</td>
<td>12</td>
</tr>
<tr>
<td>MGT 393</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Electives</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 120

Some students take an internship during the Spring semester of their fourth year. This may extend the time it takes to earn a degree past four years in order to fit in the required courses. See below for the sample extra term. Students should work with an advisor to plan their program of study for the additional internship credits.

Additional year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 438</td>
<td>3</td>
</tr>
<tr>
<td>ACC 418</td>
<td>3</td>
</tr>
<tr>
<td>MGT 449</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 9

Students intending to become a Certified Public Accountant (CPA) must earn a minimum of 150 credits (30 credits beyond the minimum 120 required for the bachelor's degree). The additional 30 credits may come from the following: transfer credits, Winter Intersession or Summer courses, and additional credits taken during the regular Fall and Spring semesters. Students may consider taking additional ACC electives and adding another major or minor to reach the 150 credits.

1 Grade of "C" or better is required for admission to the CBA Business Program.
2 Accountancy majors may complete in the first year.
3 Different electives are offered in the Spring and Fall. Be sure to plan your elective in advance.
4 Students should note that taking an internship may require an additional semester and extend the time to earn a degree past four years.
5 Taken final semester, requires completion of all other core requirements.

Business Administration - Undergraduate Programs (BUS)

Minors

- Business administration minor (non-CBA) (p. 74)
- Sustainable business minor (CBA) (p. 74)

Business Administration Minor

Minor requirements

(All colleges, excluding the College of Business Administration)

34-36 credits

IS 220 Information Systems for Business Management 4
ECO 110 Microeconomics and Public Policy 3
ECO 120 Global Macroeconomics 3
ACC 221 Accounting Principles I 3
ACC 222 Accounting Principles II 3
BUS 205 The Legal & Ethical Environment of Business 3
MTH 175 Applied Calculus 4
or MTH 207 Calculus I
MTH 145 Elementary Statistics (or equivalent) 4
MGT 308 Behavior and Theory in Organizations 3
MKT 309 Principles of Marketing 3
FIN 355 Principles of Financial Management 3

Total Credits 36

1 A grade of "C" or better is required.

Completion of six of the lower level courses is prerequisite for enrollment in upper level courses.

Sustainable Business Minor

The sustainable business minor provides students with the opportunity to explore the relation between business and natural creation, maximizing good stewardship of natural resources, even while pursuing business objectives. The goal is to achieve what some call the "Triple Bottom Line:" Pursuing Profits, Protecting People, and Preserving the Planet.

Minor requirements

(College of Business Administration)

18 credits

BUS 310 Principles of Sustainable Business 3
BUS 450 Business Sustainability Capstone 3
MGT 408 The Global Responsibility of Business 3

1 Excluding ACC 350, ACC 450, and ACC 499.
Select nine credits of approved electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 346</td>
<td>Environmental and Ecological Economics</td>
</tr>
<tr>
<td>MGT 400</td>
<td>Management Forum (Topic: Green Operations)</td>
</tr>
<tr>
<td>MKT 351</td>
<td>Sustainability in Marketing</td>
</tr>
</tbody>
</table>

Remaining elective credits may be taken outside the CBA. Select from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 366</td>
<td>Anthropology of Food</td>
</tr>
<tr>
<td>ARC 300</td>
<td>Cultural Resources Management</td>
</tr>
<tr>
<td>ESC 211</td>
<td>Global Warming and Climate Change</td>
</tr>
<tr>
<td>ENV 201</td>
<td>Introduction to Environmental Studies</td>
</tr>
<tr>
<td>ENV 303</td>
<td>Issues in Environmental Studies</td>
</tr>
<tr>
<td>GEO 200</td>
<td>Conservation of Global Environments</td>
</tr>
<tr>
<td>HIS 317</td>
<td>American Environmental History</td>
</tr>
<tr>
<td>HIS 391</td>
<td>History of Environmental Policy in the United States</td>
</tr>
<tr>
<td>PHL 341</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td>PUB 338</td>
<td>Environmental Policy</td>
</tr>
<tr>
<td>PSY 302</td>
<td>Environmental Issues: Applied Psychology</td>
</tr>
<tr>
<td>SOC/ERS 363</td>
<td>American Indians and the Environment</td>
</tr>
</tbody>
</table>

Total Credits: 18

Economics Department (ECO)

The Economics major is offered through the College of Liberal Studies (p. 107) and through the College of Business Administration. The department is housed in the College of Business Administration.

College of Business Administration
Department Chair: Taggert Brooks
413A Wimberly Hall; 608.785.8099
Email: tbrooks@uwla.edu

www.uwlax.edu/economics

Why should a student major in economics when few graduates actually become professional economists? Job recruiters and graduate schools frequently seek economics majors because economics offers a way of thinking that is clear, concise and rigorous. Economics provides a solid background for many jobs and professions, preparing students for advancement in almost any professional career. The Department of Economics’ mission is “to communicate the relevance of economics through innovative and cooperative teaching, scholarship and service.” The UW-La Crosse undergraduate program is extremely flexible and offers many options to accommodate a wide range of student interests.

Economics credit by examination policy

The Department of Economics awards advance placement and/or credit by examination in ECO 110 Microeconomics and Public Policy (3 cr.) and ECO 120 Global Macroeconomics (3 cr.). Each examination will consist of multiple-choice items. Information about examinations is available through the department chair’s office.

Students in the College of Business Administration must be admitted to business (p. 69) and also complete the college core requirements.

2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor
Donna Anderson
Taggert Brooks
Michael Haupert
A. Wahhab Khandker

Associate Professor
Nabamita Dutta
Lisa Giddings
Glenn Knowles
James Murray
John Nunley

Assistant Professor
Sheida Babakhani Teimouri
Mary Hamman
Adam Hoffer

Senior Lecturer
Amena Khandker
Elizabeth Knowles
Laurie Miller

Associate Lecturer
Michael Boland
Brenda Murray

Administrative Support
Mary Grattan

Major
• Economics major - BS (p. 76)

Minor
• Economics minor (p. 77)

Honors
• Economics honors program (p. 77)
Economics Major - Bachelor of Science (BS)

Major requirements

Admission to the College of Business Administration (p. 69)

(College of Business Administration)

Select 21 credits in courses numbered 300 or above including the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 305</td>
<td>Intermediate Macroeconomic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECO 308</td>
<td>Intermediate Microeconomic Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 15 credits of electives 1

Total Credits 21

1 Of the elective credits, three may be from any course in the College of Business Administration. The remainder must be course work offered by the Economics Department.

Courses taken to satisfy the major must be in addition to any courses taken to meet the College of Business Administration core requirements.

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 76)
- Baccalaureate degree requirements (p. 76)

College of Business Administration (CBA) core requirements

All students enrolled in any program within the college must complete the 16 business core courses listed below and all requirements for the major (see department listings). Courses numbered at the 100 and 200 level as well as BUS 300 are considered pre-business courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>The Legal &amp; Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 222</td>
<td>Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>IS 220</td>
<td>Information Systems for Business Management</td>
<td>4</td>
</tr>
<tr>
<td>BUS 230</td>
<td>Business and Economics Research and Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENG 110</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 112</td>
<td>College Writing AP (Advanced Placement)</td>
<td>3</td>
</tr>
<tr>
<td>BUS 300</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT 308</td>
<td>Behavior and Theory in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MKT 309</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>FIN 355</td>
<td>Principles of Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 393</td>
<td>Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 449</td>
<td>Administrative Policy Determination</td>
<td>3</td>
</tr>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics (or equivalent)</td>
<td>4</td>
</tr>
</tbody>
</table>

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. 1 At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA 1 in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs of
recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
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<td>Gen Ed Health &amp; Well-Being</td>
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<tr>
<td></td>
<td></td>
<td>ECO 300/400 Level Elective</td>
<td>3 MGT 449</td>
<td>3</td>
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</tbody>
</table>

CBA 300/400 Level Elective 3 ECO 300/400 Level Elective 3
Gen Ed Elective 3 300/400 Level Electives
Electives 6 Elective 3
15 12

Total Credits: 120

¹ A grade of “C” or better is required for admission to the CBA Business Program.

**Economics Minor**

(All colleges, excluding teacher certification programs)

18 credits

ECO 110 Microeconomics and Public Policy 3
ECO 120 Global Macroeconomics 3
Select 12 credits of electives in courses numbered 300 or above in economics 12

Total Credits 18

**Economics Honors Program**

**Program**

1. Admission Requirements

a. Junior standing
b. 6 credits in economics at the 300 level or above
c. Minimum cumulative 3.25 GPA in the major
d. Selection and commitment of two Economics Department faculty members, one to serve as a primary thesis adviser, and a second to serve as a secondary thesis reader
e. Filing an Honors Program Statement of Intent Form with the department chair

2. Program Requirements

a. ECO 307 Intro to Econometrics, Forecasting & Time Series (3 cr.) or Mathematical Economics (3 credits)¹
b. Honors thesis that makes a substantive contribution to the economics literature; to be administered as a ECO 499 Independent Study (1-3 cr.) course with the primary thesis adviser.

3. Evaluation

a. Minimum cumulative 3.50 GPA in the major at graduation
b. Presentation of the honors thesis to a colloquium of faculty and students.
c. Both the primary thesis adviser and the secondary thesis reader evaluate the honors thesis. In consultation with the secondary reader, the primary thesis adviser confirms that the thesis is of high quality meriting graduation with honors. (a passing grade in ECO 499 is not necessarily sufficient).
Mathematical Economics occasionally offered as a topic under ECO 499.

Finance Department (FIN)

College of Business Administration
Department Chair: Robert Wolf
404B Wimberly Hall; 608.785.6654
Email: rwolf@uw lax.edu

www.uwlax.edu/finance

The Department of Finance at UW-La Crosse allows many unique options that build on a strong fundamental program. The program provides a foundation in the primary financial areas: corporate finance, investments, and financial institutions. Students then have the flexibility to explore the basic areas in greater detail or to branch out in other financial areas such as international finance, real estate, financial planning or insurance. The department also offers a finance major with a risk, insurance and financial planning emphasis for those particularly interested in that area.

The UW-La Crosse program relies upon the traditional approach including text based lectures, but also includes substantial incorporation of case studies, current journal articles, and informational services as resource materials. Students also have access to databases that contain current and historical stock prices, financial statements, and other information on publicly-traded firms. Students in investment courses manage simulated million dollar portfolios with advanced students managing real money. Students can take advantage of numerous internships that provide both college credit and personal experience in the finance area. The capstone course, taken during the senior year, gives students the opportunity to draw upon all of their training in finance while working on realistic finance problems.

Students in the College of Business Administration must be admitted to business (p. 69) and also complete the college core requirements.

2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor
Rob Wolf

Assistant Professor
Nilakshi Borah
Soohyung Kim
Yuree Lim
Jared Linna
Adam Stivers
Tao Sun

Lecturer
Diana Tempski

Associate Lecturer
Curt Brye

Administrative Support
Maureen Spencer

Majors
• Finance major - BS (p. 78)
• Finance major: risk, insurance, and financial planning concentration - BS (p. 80)

Finance Major - Bachelor of Science (BS)

The Finance Program at UW-La Crosse provides an excellent mix of theoretical and practical knowledge. Students are exposed to a variety of teaching methods ranging from lectures and group discussions to problem-solving case analysis and independent studies. The program provides a foundation in the primary financial areas: corporate finance, investments, and financial institutions. Students then have the flexibility to explore the basic areas in greater detail or to branch out in other financial areas such as international finance, real estate, financial planning or insurance. The department also offers a finance major with a risk, insurance and financial planning emphasis for those particularly interested in that area.

A special program is designed to help students successfully complete the Level 1 examination of the Chartered Financial Analyst (CFA) program. The Spellman Fund, a student-managed investment portfolio, involves investing real money in selected stocks and bonds recommended by students.

Major requirements

Admission

Admission to the College of Business Administration (p. 69)

The 300/400 level finance courses are open only to those students who have been admitted to the business program and students in business related programs for which such a course is specifically required. Exceptions to this policy may be made only by the College of Business Administration Dean. Students will be allowed to register for FIN 360 Principles of Insurance and Risk Management (3 cr.) without having been admitted to the business program.

Curriculum

(College of Business Administration)

21 credits

Core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>FIN 370</td>
<td>Corporation Finance</td>
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<tr>
<td>FIN 380</td>
<td>Principles of Investment</td>
<td>3</td>
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<tr>
<td>FIN 390</td>
<td>Money and Capital Markets</td>
<td>3</td>
</tr>
<tr>
<td>FIN 485</td>
<td>Problems and Cases in Finance</td>
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Group I

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>FIN 361</td>
<td>Life Insurance</td>
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</table>
FIN 362  Commercial Property/Liability Insurance and Risk Management  3
FIN 407  Advanced Financial Planning  3
FIN 408  Retirement Planning  3
FIN 410  Management of Financial Institutions  3
FIN 430  Financial Planning and Strategy  3
FIN 437  Financial Modeling  3
FIN 440  Multinational Financial Management  3
FIN 447  Advanced Financial Analysis  3
FIN 474  Equity Valuation  3
FIN 475  Investment Analysis and Portfolio Management  3
FIN 477  International Investments  3
FIN 480  Financial Management and Control  3

Group II
Select one of the following:  3
FIN 360  Principles of Insurance and Risk Management  3
FIN 456  Real Estate Principles  3
FIN 465  Health Care Financing  3
ECO 301  Money and Banking  3
ECO 305  Intermediate Macroeconomic Analysis  3
ECO 308  Intermediate Microeconomic Analysis  3
ECO 310  Managerial Economics  3
ACC 301  Taxation for Non-Accountants  3
ACC 321  Intermediate Accounting I  3
ACC 325  Cost Accounting  3
ACC 330  Individual Income Taxation  3
MGT 395  Management Science  3
OR Any course listed in Group I

Group III
Select any course numbered 300 or higher which is offered through the College of Business Administration, including those listed in Group I and Group II  3

Total Credits  21

Degree requirements
All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 79)
- Baccalaureate degree requirements (p. 79)

College of Business Administration (CBA) core requirements
All students enrolled in any program within the college must complete the 16 business core courses listed below and all requirements for the major (see department listings). Courses numbered at the 100 and 200 level as well as BUS 300 are considered pre-business courses.

ECO 110  Microeconomics and Public Policy  3
ECO 120  Global Macroeconomics  3
BUS 205  The Legal & Ethical Environment of Business  3
ACC 221  Accounting Principles I  3

ACC 222  Accounting Principles II  3
IS 220  Information Systems for Business Management  4
BUS 230  Business and Economics Research and Communication  3
ENG 110  College Writing I  3
or ENG 112  College Writing AP (Advanced Placement)  3
BUS 300  Business Communication  3
MGT 308  Behavior and Theory in Organizations  3
MKT 309  Principles of Marketing  3
FIN 355  Principles of Financial Management  3
MGT 393  Production and Operations Management  3
MGT 449  Administrative Policy Determination  3
MTH 145  Elementary Statistics (or equivalent)  4
MTH 175  Applied Calculus  4-5
or MTH 207  Calculus I  5-2

Total Credits  51-52

Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
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Sample degree plan
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**General Education Program**

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

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### Year 1

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<th>Credits</th>
<th>Spring</th>
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<tr>
<td><strong>ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self &amp; Society)</strong></td>
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<td>ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self &amp; Society)</td>
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<tr>
<td><strong>ENG 110 or 112 (Gen Ed Literacy - Written)</strong></td>
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<td>CST 110 (Gen Ed Literacy - Oral)</td>
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<td><strong>MTH 145 or 175 (Depending on Math placement exam results)</strong></td>
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<td><strong>BUS 205</strong></td>
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<td><strong>IS 220</strong></td>
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<td><strong>Electives</strong></td>
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</table>

Total Credits: 120

1. A grade of "C" or better is required for admission to the CBA Business Program.

**Finance Major: Risk, Insurance, and Financial Planning Concentration - Bachelor of Science (BS)**

UW-La Crosse is one of the few campuses that offers a major in finance with a risk, insurance, and financial planning concentration. Students who choose to specialize in this area learn about methods regarding treatment of risk and the utilization of insurance as a means to handle major risks in a business. Students are also introduced to the primary components of financial planning.

Students specializing in this area of finance can obtain professional recognition of their qualification and training by passing the examinations for designation as a Chartered Life Underwriter (CLU), Chartered Property and Casualty Underwriter (CPCU), or Certified Financial Planner (CFP).

### Major requirements

**Admission**

Admission to the College of Business Administration (p. 69)

The 300/400 level finance courses are open only to those students who have been admitted to the business program and students in business related programs for which such a course is specifically required. Exceptions to this policy may be made only by the College of Business Administration Dean. Students will be allowed to register for FIN 360 Principles of Insurance and Risk Management (3 cr.) without having been admitted to the business program.
Curriculum
(Enterprise of Business Administration)

21 credits

Core courses
FIN 360 Principles of Insurance and Risk Management 3
FIN 361 Life Insurance 3
or FIN 407 Advanced Financial Planning 3
FIN 370 Corporation Finance 3
FIN 380 Principles of Investment 3
FIN 390 Money and Capital Markets 3
FIN 460 Seminar in Risk and Insurance 3
or FIN 485 Problems and Cases in Finance 3

Elective course
Select one of the following: 3
FIN 361 Life Insurance
FIN 362 Commercial Property/Liability Insurance and Risk Management
FIN 408 Retirement Planning
FIN 465 Health Care Financing
FIN 475 Investment Analysis and Portfolio Management
ACC 301 Taxation for Non-Accountants
ECO 350 Health Economics
MGT 386 Compensation and Benefits Administration
MKT 362 Buyer Behavior

Total Credits 21

Degree requirements
All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 81)
- Baccalaureate degree requirements (p. 81)

College of Business Administration (CBA) core requirements
All students enrolled in any program within the college must complete the 16 business core courses listed below and all requirements for the major (see department listings). Courses numbered at the 100 and 200 level as well as BUS 300 are considered pre-business courses.

ECO 110 Microeconomics and Public Policy 3
ECO 120 Global Macroeconomics 3
BUS 205 The Legal & Ethical Environment of Business 3
ACC 221 Accounting Principles I 3
ACC 222 Accounting Principles II 3
IS 220 Information Systems for Business Management 3
BUS 230 Business and Economics Research and Communication 3
ENG 110 College Writing I 3
or ENG 112 College Writing AP (Advanced Placement) 3

BUS 300 Business Communication 3
MGT 308 Behavior and Theory in Organizations 3
MKT 309 Principles of Marketing 3
FIN 355 Principles of Financial Management 3
MGT 393 Production and Operations Management 3
MGT 449 Administrative Policy Determination 3
MTH 145 Elementary Statistics (or equivalent) 4
MTH 175 Applied Calculus 4-5
or MTH 207 Calculus I 3

Total Credits 51-52

Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. 1 At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan
Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/
Information Systems Department (IS)

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Year 1

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self &amp; Society)1</td>
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<td>ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self &amp; Society)1</td>
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<tr>
<td></td>
<td>ENG 110 or 112 (Gen Ed Literacy - Written)</td>
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<td>CST 110 (Gen Ed Literacy - Oral)</td>
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<td></td>
<td>MTH 145 or 175 (Depending on Math placement exam results)</td>
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<td>MTH 145 or 175 (Depending on Math placement exam results)</td>
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<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
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<td>Gen Ed Minority Cultures</td>
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<td></td>
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Year 2

<table>
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<th>Credits</th>
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<tr>
<td></td>
<td>ACC 2211</td>
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<td>ACC 2221</td>
<td>3</td>
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<tr>
<td></td>
<td>BUS 2051</td>
<td>3</td>
<td>BUS 230</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IS 220</td>
<td>4</td>
<td>FIN 207 (Gen Ed Self &amp; Society)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td>BUS 300</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
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<tr>
<td></td>
<td>Apply to the Business Program in the CBA Dean’s Office (138 Wimberly)</td>
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Year 3

<table>
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<tr>
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<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tr>
<td></td>
<td>FIN 355</td>
<td>3</td>
<td>MGT 393</td>
<td>3</td>
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<td>MGT 308</td>
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<td>FIN 360</td>
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<td>MKT 309</td>
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<td>FIN 370</td>
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<td>Gen Ed Elective</td>
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<td>FIN 380</td>
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<td>Gen Ed Hum - Lit</td>
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<td>Elective</td>
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<td>Fall</td>
<td></td>
<td>Spring</td>
<td>Credits</td>
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<tr>
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<td>FIN 390</td>
<td>3</td>
<td>FIN 485 or 460</td>
<td>3</td>
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<td></td>
<td>FIN 407 or 361</td>
<td>3</td>
<td>MGT 449</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FIN: Ri&amp;FP Elective</td>
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<td>300/400 Level Electives</td>
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<td>Electives</td>
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<td>3</td>
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<td></td>
<td></td>
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<td>12</td>
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<td></td>
<td>Total Credits: 120</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 A grade of "C" or better is required for admission to the CBA Business Program.

Information Systems Department (IS)

College of Business Administration
Department Chair: Kuang-Wei Wen
241 Wing Technology Center; 608.785.6658
Email: kwen@uw lax.edu

www.uwlax.edu/information-systems

Information systems (IS) study is concerned with the planning, analysis, design, and implementation of information systems. Students develop and use computer-based information systems in business environments in preparation for careers in information technology related areas. Students in this program need to possess strong mathematics and logical reasoning skills. High school students planning collegiate programs in business, including information systems, should include advanced algebra/trigonometry or pre-calculus courses in their high school program.

Students in the College of Business Administration must be admitted to business (p. 69) and also complete the college core requirements.

2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Department Chair - Professor
Kuang-Wei Wen

Associate Professor
Hua Dai
Peter Haried
Kyung Hoon (Brian) Yang

Lecturer
David Annino
Administrative Support
Kathy Fontanini

Major
- Information systems - BS (p. 83)
- Health information management and technology - BS (http://catalog.uwlax.edu/undergraduate/informationsystems/healthinformationmanagementandtechnology)

Minors
- Information systems minor (CBA) (p. 85)
- Information systems minor (non-CBA) (p. 85)
- Health information systems management minor (CBA) (p. 86)
- Health information systems management minor (non-CBA) (p. 86)

Information Systems Major - Bachelor of Science (BS)

Information systems study centers on planning, analysis, design, and implementation of information systems that include technologies such as computer networks, e-commerce, and database applications. Students develop and use computer-based information systems in business environments in preparation for careers in information technology-related areas.

Students in the program need to possess strong mathematics and logical reasoning skills. High school students planning collegiate programs in business, including collegiate programs in business, including information systems, should take algebra/trigonometry or pre-calculus courses in high school.

With solid coursework in the computer science area before entering the professional portion of the program, students develop a technical foundation to support their upper division curriculum.

As in all other business programs, IS students will complete an extensive array of courses in liberal arts and science, including courses in communication, humanities, multicultural issues, and social sciences.

The vast majority of IS majors participate in an internship experience in their junior or senior year. The internships earn university credit that applies to the major program. Most are paid and many lead to employment following graduation.

Major requirements

Admission

Admission to the College of Business Administration (p. 69)

The 300/400 level information system courses are open only to those students who have been admitted to the business program or IS minor program. Exceptions to this policy may be made only by the College of Business Administration Dean.

Curriculum

(College of Business Administration)

29 credits
Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence.

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Sample degree plan

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General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

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### Year 1

<table>
<thead>
<tr>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 100 or 120 (Gen Ed Global Studies/ Gen Ed Self &amp; Society)</td>
<td>3</td>
</tr>
<tr>
<td>3 ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self &amp; Society)</td>
<td></td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy - Written)</td>
<td>3</td>
</tr>
<tr>
<td>3 CST 110 (Gen Ed Literacy - Oral)</td>
<td></td>
</tr>
<tr>
<td>MTH 145 or 175 (Depending on Math placement exam results)</td>
<td>4</td>
</tr>
<tr>
<td>4 MTH 145 or 175 (Depending on Math placement exam results)</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 211</td>
<td>3</td>
<td>ACC 221</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>3</td>
<td>BUS 230</td>
<td>3</td>
</tr>
<tr>
<td>IS 220</td>
<td>4</td>
<td>BUS 300</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td>Gen Ed Hum - Lit</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.
Information Systems Minor

Information Systems admission and retention policy

1. Provide a completed application form and a copy of your transcript to the IS office (Wing 240).
2. Have a declared major.
3. Have taken IS 220 Information Systems for Business Management (4 cr.) with a grade of "B" or better.
4. Have taken MTH 175 Applied Calculus (4 cr.) or MTH 151 Precalculus (4 cr.), or MTH 207 Calculus I (5 cr.) with a grade of "C" or better.
5. Have a minimum 2.50 cumulative GPA.

All students must meet prerequisite requirements for courses counting toward the minor. Required courses for any non-IS major cannot be counted as electives for the IS minor. Admissions are subject to an annual space limitation set by the department. If the number of qualified applications exceeds the annual space limitation, College of Business Administration majors must account for at least 60 percent of admitted applicants. Retention in the minor requires that CS 120 Software Design I (4 cr.) be taken no later than the first semester in the minor with a grade of "C" or better.

Curriculum

26 or 29 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 120</td>
<td>Software Design I</td>
<td>4</td>
</tr>
<tr>
<td>IS 300</td>
<td>Information Systems Theory, Problem Solving, and Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>IS 310</td>
<td>Information System in Networked Environments: Technical Foundations and Applications</td>
<td>3</td>
</tr>
<tr>
<td>IS 401</td>
<td>Management Information Systems: Analysis and Design</td>
<td>3</td>
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<tr>
<td>ACC 327</td>
<td>Accounting Information Systems</td>
<td>3</td>
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<tr>
<td>IS 320</td>
<td>Computer-Based Decision Support Systems for Management</td>
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</tr>
<tr>
<td>IS 330</td>
<td>Business Choices and Telecommunications Decision</td>
<td></td>
</tr>
<tr>
<td>IS 360</td>
<td>Management of Information Technology</td>
<td></td>
</tr>
<tr>
<td>IS 410</td>
<td>Information Security Management</td>
<td></td>
</tr>
<tr>
<td>ACC 221</td>
<td>Accounting Principles I</td>
<td>3-6</td>
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<td>ACC 222</td>
<td>and Accounting Principles II</td>
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<td>ACC 235</td>
<td>Survey of Accounting</td>
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<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
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</tr>
<tr>
<td>IS 220</td>
<td>Information Systems for Business Management</td>
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<tr>
<td>IS 300</td>
<td>Information Systems Theory, Problem Solving, and Decision Making</td>
<td>3</td>
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<td>Information System in Networked Environments: Technical Foundations and Applications</td>
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<tr>
<td>IS 330</td>
<td>Business Choices and Telecommunications Decision</td>
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<td>IS 360</td>
<td>Management of Information Technology</td>
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<tr>
<td>IS 410</td>
<td>Information Security Management</td>
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</tr>
<tr>
<td>MGT 395</td>
<td>Management Science</td>
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</tr>
</tbody>
</table>

Total Credits: 26-29
Health Information Systems Management Minor

(College of Business Administration)

Health Information Systems admission policy

To be considered for admission to the health information systems management minor, students must:

1. Complete and submit the application form to the IS department, attach a copy of your unofficial transcript and submit to the IS department. An application can be picked up in the IS department office, 240 Wing, or downloaded from the IS website (http://www.uwlax.edu/Information-Systems/HISM-minors).
2. Have a declared major.
3. Have a minimum 2.50 cumulative GPA.

Admissions are subject to an annual space limitation set by the department.

Curriculum

19 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HP 250</td>
<td>Medical Terminology for Health Professions</td>
<td>1</td>
</tr>
<tr>
<td>IS 321</td>
<td>Survey of Information Technology in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>IS/HIMT 340</td>
<td>Ethical Issues, Security Management and Compliance</td>
<td>3</td>
</tr>
<tr>
<td>IS/HIMT 370</td>
<td>Healthcare Systems: Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>IS/HIMT 420</td>
<td>Healthcare Systems: Project Management</td>
<td>3</td>
</tr>
<tr>
<td>IS/HIMT 435</td>
<td>Data Communications and Computer Networks in Healthcare</td>
<td>3</td>
</tr>
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</table>

Select one elective course from the following:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS/HIMT 320</td>
<td>Computer-Based Decision Support Systems for Management</td>
<td>3</td>
</tr>
<tr>
<td>IS 360</td>
<td>Management of Information Technology</td>
<td>3</td>
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</tbody>
</table>

Total Credits 19

Health Information Systems Management Minor (non-CBA)

(All colleges, excluding College of Business Administration)

Health Information Systems admission policy

To be considered for admission to the health information systems management minor, students must:

1. Complete and submit the application form, attach a copy of your unofficial transcript and submit to the IS department. Applications can be picked up in the IS department office, 240 Wing, or downloaded from the IS website (http://www.uwlax.edu/Information-Systems/HISM-minors).
2. Have a declared major.
3. Have a minimum 2.50 cumulative GPA.

Admissions are subject to an annual space limitation set by the department.

Curriculum

23 credits

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HP 250</td>
<td>Medical Terminology for Health Professions</td>
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</tr>
<tr>
<td>IS 220</td>
<td>Information Systems for Business Management</td>
<td>4</td>
</tr>
<tr>
<td>IS 321</td>
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<td>3</td>
</tr>
<tr>
<td>IS/HIMT 340</td>
<td>Ethical Issues, Security Management and Compliance</td>
<td>3</td>
</tr>
<tr>
<td>IS/HIMT 370</td>
<td>Healthcare Systems: Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>IS/HIMT 420</td>
<td>Healthcare Systems: Project Management</td>
<td>3</td>
</tr>
<tr>
<td>IS/HIMT 435</td>
<td>Data Communications and Computer Networks in Healthcare</td>
<td>3</td>
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</table>

Select one elective from the following:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>IS/HIMT 320</td>
<td>Computer-Based Decision Support Systems for Management</td>
<td>3</td>
</tr>
<tr>
<td>IS 360</td>
<td>Management of Information Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 23

International Business Program (IB)

College of Business Administration
Director: Nicole Gullekson
418L Wimberly Hall; 608.785.8699
Email: ngullekson@uwlax.edu

The international business major at the University of Wisconsin-La Crosse was one of the first in the state with a focus on the global nature of business in the twenty-first century. The program was the outcome of an effort by faculty to address the long-term needs of businesses that operate in an international environment and also to contribute to students’ development as citizens of an increasingly “global” world. The major allows students to get a comprehensive foundation of international business, while also specializing in a functional concentration (i.e., management, marketing, accountancy, economics, finance or information systems). A minor is also available to students who want to enhance their primary major.

Faculty in the College of Business Administration have the international orientation necessary to teach international business. Many teaching in this program have extensive international experience and are fluent in non-English languages.

Students in the College of Business Administration must be admitted to business (p. 69) and also complete the college core requirements.

Major

• International business - BS (p. 86)

Minor

• International business minor (p. 89)

International Business Major - Bachelor of Science (BS)

Major requirements

Admission to the College of Business Administration (p. 69)
International Business language requirement

This major requires demonstrated proficiency at the intermediate level in a second language. This can be accomplished either by completing prescribed courses or by demonstrating proficiency as determined by the Department of Modern Languages. Language proficiency would generally be acquired through the study of a language up to and including the 202 level in Chinese, French, German, Russian, Spanish or any 202 level language with MLG prefix with grades of "C" or better in each course. Students whose native language is not English will meet this requirement through demonstrated proficiency via TOEFL or departmental exam.

Majors must also complete an out-of-country international experience of at least three weeks duration prior to graduation. The international experience must be pre-approved by the College of Business Administration International Business Advisory Committee. Students should apply for approval at least one semester before the planned experience. The advisory committee will determine the credit value of the experience. For non-U.S. based students, this requirement is met through demonstrated proficiency via TOEFL or departmental exam.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 87)
- Baccalaureate degree requirements (p. 87)

College of Business Administration (CBA) core requirements

All students enrolled in any program within the college must complete the 16 business core courses listed below and all requirements for the major (see department listings). Courses numbered at the 100 and 200 level as well as BUS 300 are considered pre-business courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>The Legal &amp; Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 222</td>
<td>Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>IS 220</td>
<td>Information Systems for Business Management</td>
<td>4</td>
</tr>
<tr>
<td>BUS 230</td>
<td>Business and Economics Research and Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENG 110</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 112</td>
<td>College Writing AP (Advanced Placement)</td>
<td></td>
</tr>
<tr>
<td>BUS 300</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT 308</td>
<td>Behavior and Theory in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGT 309</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>FIN 355</td>
<td>Principles of Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 393</td>
<td>Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 449</td>
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<td>3</td>
</tr>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics (or equivalent)</td>
<td>4-5</td>
</tr>
<tr>
<td>or MTH 207</td>
<td>Calculus I</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 51-52

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements.)

1 Completion of a concentration of 12 credits at the 300 level or above or a double major in one of the seven business majors (see departmental listings for available courses): accountancy, economics, finance, financial planning and risk and insurance, information systems, management, and marketing.

No credits from the functional business concentration may be double counted toward the IB major. Students who elect to complete a second business major may double count, at most, one course with the IB major.
requirements for a major or minor after the fourth week of the last semester of the senior year.)

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UW–La Crosse as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UW–La Crosse is required for graduation. (See undergraduate resident requirement (p. ).)

7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UW–La Crosse in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cpsprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UW–La Crosse. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Sample degree plan

#### Year 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 110 or 120 (Gen Ed</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Global Studies/Gen Ed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self &amp; Society</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy - Written</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MTH 145 or 175 (Depending on Math placement exam results)</td>
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<tr>
<td>Foreign Language</td>
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#### Year 2

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<tbody>
<tr>
<td>ACC 221</td>
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<tr>
<td>BUS 205</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 230</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
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#### Year 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Fall</th>
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</thead>
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<tr>
<td>FIN 355</td>
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<tr>
<td>MGT 308</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MGT 309</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Hum - Lit</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
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#### Year 4

<table>
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<th>Course</th>
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<tr>
<td>MGT 360</td>
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<tr>
<td>BUS 405</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IB Elective</td>
<td>3</td>
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</tr>
<tr>
<td>IB Functional Business</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Concentration Course</td>
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<td></td>
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<tr>
<td>Concentration Course</td>
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<td></td>
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</tr>
<tr>
<td>IB Functional Business</td>
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<td></td>
</tr>
<tr>
<td>Concentration Course</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 126

1 A grade of “C” or better is required for admission to the CBA Business Program.

2 This major requires demonstrated proficiency at the intermediate level in a second language. This can be accomplished either by completing prescribed courses or by demonstrating proficiency as determined by the Department of Modern Languages. Language proficiency would generally be acquired through the study of a language up to and including the 202 level in Chinese, French, German, Russian, Spanish, or any 202 level language with MLG prefix with grades of “C” or better in each course. Students whose native language is not English will meet this requirement through demonstrated proficiency via TOEFL or departmental exam.
IB majors must complete an out-of-country international experience of at least three weeks duration prior to graduation. The international experience must be pre-approved by the College of Business Administration International Business Advisory Committee. Students should apply for approval at least one semester before the planned experience. The advisory committee will determine the credit value of the experience. For non-U.S. based students, this requirement is met through the satisfactory completion of all required course work.

International Business Minor

(All colleges)

Students, especially non-business majors, must pay careful attention to the prerequisites for the professional business courses as stated in the course descriptions. Additional prerequisites total 18-24 credits.

21 credits

Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANT/ECO/GEO/HIS/POL/SOC 202</td>
<td>Contemporary Global Issues</td>
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</tr>
<tr>
<td>ECO 340</td>
<td>Introduction to International Economics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 440</td>
<td>Multinational Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 360</td>
<td>Global Perspective on Business</td>
<td>3</td>
</tr>
<tr>
<td>MKT 341</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 405</td>
<td>The Law of International Business Transactions</td>
<td>3</td>
</tr>
<tr>
<td>ECO 311</td>
<td>Comparative Economic Systems</td>
<td></td>
</tr>
<tr>
<td>ECO 375</td>
<td>Economic Development</td>
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</tr>
<tr>
<td>ECO 440</td>
<td>International Financial Economics</td>
<td></td>
</tr>
<tr>
<td>FIN 477</td>
<td>International Investments</td>
<td></td>
</tr>
<tr>
<td>MGT 408</td>
<td>The Global Responsibility of Business</td>
<td></td>
</tr>
<tr>
<td>MGT 430</td>
<td>Comparative Management Systems</td>
<td></td>
</tr>
<tr>
<td>MGT 431</td>
<td>Business, Labor and Human Rights</td>
<td></td>
</tr>
<tr>
<td>MGT 484</td>
<td>International Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>MKT 440</td>
<td>Comparative Marketing Systems</td>
<td></td>
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<tr>
<td>MKT 445</td>
<td>International Marketing Strategies</td>
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<tr>
<td>IB 450</td>
<td>International Business Internship (up to three credits from IB 450 or MGT 452)</td>
<td></td>
</tr>
<tr>
<td>or MGT 452</td>
<td>College of Business Administration Internship</td>
<td></td>
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Select two of the following: 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BUS 405</td>
<td>The Law of International Business Transactions</td>
</tr>
<tr>
<td>BUS 405</td>
<td>International Investments</td>
</tr>
<tr>
<td>BUS 405</td>
<td>The Global Responsibility of Business</td>
</tr>
<tr>
<td>BUS 405</td>
<td>Comparative Economic Systems</td>
</tr>
<tr>
<td>BUS 405</td>
<td>Economic Development</td>
</tr>
<tr>
<td>BUS 405</td>
<td>International Financial Economics</td>
</tr>
<tr>
<td>BUS 405</td>
<td>Comparative Management Systems</td>
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<tr>
<td>BUS 405</td>
<td>Business, Labor and Human Rights</td>
</tr>
<tr>
<td>BUS 405</td>
<td>International Human Resource Management</td>
</tr>
<tr>
<td>BUS 405</td>
<td>Comparative Marketing Systems</td>
</tr>
<tr>
<td>BUS 405</td>
<td>International Marketing Strategies</td>
</tr>
<tr>
<td>BUS 405</td>
<td>International Business Internship (up to three credits from IB 450 or MGT 452)</td>
</tr>
<tr>
<td>or MGT 452</td>
<td>College of Business Administration Internship</td>
</tr>
<tr>
<td>ACC/ECO/FIN/IS/MGT/MKT 499</td>
<td>Independent Study (up to three credits)</td>
</tr>
</tbody>
</table>

Total Credits 21

In addition to the 21 credits required above, eight credits in modern language (one year in the same language) is required. This is waived for students whose native language is not English.

A maximum of three credits can be applied to a student’s College of Business Administration major.

Management Department (MGT)

College of Business Administration
Department Chair: William Ross
416A Wimberly Hall; 608.785.8110

Email: wross@uwla.edu

www.uwlax.edu/management

The management major offered by the Department of Management at UW-La Crosse is a program carefully structured to meet the requirements of AACSB International of which UW-La Crosse is an accredited member. Approximately 25 percent of the schools of business in the U.S. hold this accreditation.

The program prepares students for a challenging career in for-profit and non-profit organizations. Working with a highly-trained and specialized group of faculty and staff, many of our students are well prepared in their mastery of technical business management as well as in their communication skills, their ability to work with others, their willingness to accept leadership responsibilities, and their respect for human differences.

These professional and social skills can be further refined by participation in numerous professional student organizations at UW-La Crosse, including organizations in human resources management, international management, entrepreneurship, and more.

The management major provides opportunities for students to develop skills and knowledge across a variety of areas of management. Opportunities exist to explore specialized areas within the field of business management through upper-level elective courses as well as research projects (e.g., MGT 499 Independent Study) and internships (e.g., MGT 450, MGT 452). Some courses have community service projects. The major also provides students with important exposure to matters of corporate social responsibility and ethics, the Principles of Responsible Management Education (http://www.unprme.org) and the UN Global Compact (http://www.unglobalcompact.org).

The Management Department also contributes courses for the interdisciplinary sustainable business minor, the international business major and minor, the international studies minor, and the minor in business administration (for non-business majors).

Management majors in the College of Business Administration must be admitted to business in order to take upper-level MGT courses and must also complete the college core requirements.

2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor
William Ross
Andrew Stapleton

Associate Professor
Nicole Gullekson

Assistant Professor
Danny Franklin
James Gillespie
Ana Iglesias
The management major provides students with coursework designed to help them understand the purposes of business, how to manage ethically in today’s dynamic global business environment, and how to be effective leaders. To this end, the Management Department has identified the following learning outcomes for the major. Specifically, a management graduate should be able to:

1. Understand how domestic and global issues impact management practices.
2. Evaluate management practices and policies with regard to social responsibility and ethics.
3. Identify and recommend ways to influence individual and group behaviors in organizational situations.

Special interest areas
Consider using the following special areas to assist in selecting management electives:

Students interested in International Management may want to take some of the following courses:
- MGT 430 Comparative Management Systems
- MGT 431 Business, Labor and Human Rights
- MGT 484 International Human Resource Management
- BUS 405 The Law of International Business Transactions

Students interested in Human Resource Management may want to take some or all of the following courses:
- MGT 303 Principles of Labor-Management Relations
- MGT 385 Human Resources: Employment
- MGT 386 Compensation and Benefits Administration
- MGT 483 Human Resource Development
- MGT 485 Collective Bargaining
- MGT 486 Human Resources: Current Issues and Policies

Students interested in Organizational Behavior may want to take some or all of the following courses:
- MGT 300 Advanced Business Communication: Reports and Presentations
- MGT 400 Management Forum
- MGT 412 Emergent Leadership and Team Development
- MGT 414 Crisis and Contingency Management
- MGT 487 Male/Female Relationships-Business Environment

Students interested in Technology Management may want to take some or all of the following courses:
- MGT 395 Management Science
- MGT 398 Total Quality Management
- MGT 399 Project Management: Planning, Scheduling, Executing, and Controlling
- MGT 400 Topic: "Green" Operations Management
- MGT 400 Topic: Supply Chain Management
- MGT 428 Management of Technology and Innovation

Major requirements
(Year of Business Administration)

Admission
Admission to the College of Business Administration (p. 69)

300/400 level management courses are open only to those students who have been admitted to the business program and students in business-related programs for which such a course is specifically required. Exceptions to this policy may be made only by the College of Business Administration Dean.

Curriculum
24 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MGT 328</td>
<td>Principles of Management Thought</td>
<td>3</td>
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<tr>
<td>MGT 360</td>
<td>Global Perspective on Business</td>
<td>3</td>
</tr>
<tr>
<td>MGT 408</td>
<td>The Global Responsibility of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 305</td>
<td>Business Law</td>
<td></td>
</tr>
<tr>
<td>BUS 310</td>
<td>Principles of Sustainable Business</td>
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</tr>
<tr>
<td>BUS 405</td>
<td>The Law of International Business Transactions</td>
<td></td>
</tr>
<tr>
<td>BUS 415</td>
<td>Current Topics in Law</td>
<td></td>
</tr>
<tr>
<td>IS 320</td>
<td>Computer-Based Decision Support Systems for Management</td>
<td></td>
</tr>
</tbody>
</table>

Select 15 credits from any 300/400 level MGT course or any of the following non-MGT courses. At least nine of the 15 elective credits should be 400 level courses. 1
All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR:

- General education (p. 59)
- College core (p. 91)
- Baccalaureate degree requirements (p. 91)

### College of Business Administration (CBA) core requirements

All students enrolled in any program within the college must complete the 16 business core courses listed below and all requirements for the major (see department listings). Courses numbered at the 100 and 200 level as well as BUS 300 are considered pre-business courses.

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<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>The Legal &amp; Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 222</td>
<td>Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>IS 220</td>
<td>Information Systems for Business Management</td>
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</tr>
<tr>
<td>BUS 230</td>
<td>Business and Economics Research and Communication</td>
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</tr>
<tr>
<td>ENG 110</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 112</td>
<td>College Writing AP (Advanced Placement)</td>
<td>3</td>
</tr>
<tr>
<td>BUS 300</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT 308</td>
<td>Behavior and Theory in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGT 309</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>FIN 355</td>
<td>Principles of Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 393</td>
<td>Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 449</td>
<td>Administrative Policy Determination</td>
<td>3</td>
</tr>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics (or equivalent)</td>
<td>4</td>
</tr>
<tr>
<td>MTH 175</td>
<td>Applied Calculus</td>
<td>4-5</td>
</tr>
<tr>
<td>or MTH 207</td>
<td>Calculus</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 51-52

### Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

### Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprd/?cmd=login&languageCd=ENG)) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

### General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning.
Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>15</td>
<td>ECO 110 or 120</td>
<td>Gen Ed Global Studies/ Gen Ed Self &amp; Society</td>
</tr>
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<td></td>
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<tr>
<td></td>
<td>3</td>
<td>Eng 110 or 112</td>
<td>Gen Ed Literacy - Written</td>
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<td>3 CST 110</td>
<td>Gen Ed Literacy - Oral</td>
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<td></td>
<td>4</td>
<td>MTH 145 or 175</td>
<td>Depending on Math placement exam results</td>
</tr>
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<td>4 MTH 145 or 175</td>
<td>Depending on Math placement exam results</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>MGT 100</td>
<td>Gen Ed Health &amp; Well-being</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2 Gen Ed Arts</td>
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### Year 2

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<td>Fall</td>
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<td>ACC 221</td>
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<td></td>
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<td>3 ACC 221</td>
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</tr>
<tr>
<td></td>
<td>3</td>
<td>BUS 230</td>
<td>Gen Ed Minority Cultures</td>
</tr>
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<td></td>
<td>4</td>
<td>IS 220</td>
<td>Gen Ed Hum - Lit</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>HIS 101, 102, or ARC 200</td>
<td>Gen Ed World Hist</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3 Gen Ed Natural Lab Science</td>
<td>Apply to the Business Program in the CBA Dean’s Office (138 Wimberly)</td>
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### Year 3

<table>
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<td>FIN 355</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 FIN 355</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>MGT 308</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>MGT 300</td>
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<td>6 Gen Ed Elective</td>
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### Year 4

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</tr>
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<td></td>
<td></td>
<td>3 MGT 408</td>
<td></td>
</tr>
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<td></td>
<td>3</td>
<td>MGT Electives (400 Level)</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>3 MGT Electives (400 Level)</td>
<td></td>
</tr>
</tbody>
</table>

### Marketing Department (MKT)

Marketing Department (MKT)
College of Business Administration
Department Chair: Gwen Achenreiner
316 Wimberly Hall; 608.785.8118
Email: gachenreiner@uwLax.edu

www.uwlax.edu/marketing

Marketing offers challenges, stimulating problems, working with people and unlimited advancement opportunities. The variety and number of career and job opportunities available to you upon graduation is impressive.

According to the *Occupational Outlook Handbook*, employment of advertising, marketing, promotions, public relations and sales managers is expected to increase through 2018. "Job growth will be spurred by competition for a growing number of goods and services, both foreign and domestic, and the need to make one's product or service stand out." In addition, as the influence of social media, the Internet and advertising via wireless devices changes the promotional landscape, marketing professionals will need to develop new and innovative ways to advertise and promote products and services to better reach desired market segments.

Positions in marketing provide excellent training because of the knowledge of products and consumers gained in these jobs. Due to their importance and high visibility, managers in marketing positions often are prime candidates for advancement to the highest levels in an organization.


Students in the College of Business Administration must be admitted to business (p. 69) and also complete the college core requirements.

### 2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

**Professor**
Gwen Achenreiner
Steve Brokaw

**Assistant Professor**
Elizabeth Crosby
Kenneth Graham
Maggie McDermott
Marketing Major - Bachelor of Science (BS)

"For every store window you browse, website banner you click on, or TV commercial you watch, there's someone behind the scenes who's manipulated these media in an attempt to win your business."\(^1\)

The Department of Marketing faculty at UW-La Crosse considers the educational, personal, and professional development of marketing students to be their number one priority. The Department of Marketing is dedicated to providing an in-depth understanding of marketing activity, in both domestic and international settings. Graduates are prepared to enter a variety of marketing related positions upon graduation. Students in this major are presented with opportunities to more fully develop and explore their specific marketing and career interests while progressing through their course work.


Major requirements

(College of Business Administration)

Admission

Admission to the College of Business Administration (p. 69)

300/400 level marketing courses are open only to those students who have been admitted to the business program and students in business-related programs for which such a course is specifically required. Exceptions to this policy may be made only by the College of Business Administration Dean.

Curriculum

24 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 341</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 362</td>
<td>Buyer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 365</td>
<td>Promotions and Advertising Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 367</td>
<td>Market Research</td>
<td>3</td>
</tr>
<tr>
<td>MKT 370</td>
<td>Professional Selling and Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 386</td>
<td>Industrial Marketing and Transportation</td>
<td>3</td>
</tr>
<tr>
<td>MKT 415</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 93)
- Baccalaureate degree requirements (p. 93)

College of Business Administration (CBA) core requirements

All students enrolled in any program within the college must complete the 16 business core courses listed below and all requirements for the major (see department listings). Courses numbered at the 100 and 200 level as well as BUS 300 are considered pre-business courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>The Legal &amp; Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 222</td>
<td>Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>IS 220</td>
<td>Information Systems for Business Management</td>
<td>4</td>
</tr>
<tr>
<td>BUS 230</td>
<td>Business and Economics Research and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>ENG 110</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 112</td>
<td>College Writing AP (Advanced Placement)</td>
<td></td>
</tr>
<tr>
<td>BUS 300</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT 308</td>
<td>Behavior and Theory in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGT 309</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>FIN 355</td>
<td>Principles of Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 393</td>
<td>Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 449</td>
<td>Administrative Policy Determination</td>
<td>3</td>
</tr>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics (or equivalent)</td>
<td>4</td>
</tr>
<tr>
<td>or MTH 175</td>
<td>Applied Calculus</td>
<td>4-5</td>
</tr>
<tr>
<td>or MTH 207</td>
<td>Calculus I</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 51-52

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.\(^1\) At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level
that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA\(^1\) in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p.  ) .)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cprod/?cmd=login&amp;languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Sample degree plan

#### Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self &amp; Society)(^1)</td>
<td>3</td>
<td>ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self &amp; Society)(^1)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 110 or 112 (Gen Ed Literacy - Written)</td>
<td>3</td>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
<td>3</td>
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<td>MTH 145 or 175 (Depending on Math placement exam results)</td>
<td>4</td>
<td>MTH 145 or 175 (Depending on Math placement exam results)</td>
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<tr>
<td></td>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Arts</td>
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Total Credits: 16

#### Year 2

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<tr>
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<td>ACC 222(^1)</td>
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<td>BUS 205(^1)</td>
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<td>4</td>
<td>BUS 300</td>
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<td>Gen Ed Health &amp; Well-Being</td>
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<td>Gen Ed Hum Lit</td>
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<td>Gen Ed Elective</td>
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<td>Natural Lab Science</td>
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Apply to the Business Program in the CBA Dean’s Office (138 Wimberly)

Total Credits: 16

#### Year 3

<table>
<thead>
<tr>
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<th>Credits</th>
<th>Spring</th>
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<td>Year 3</td>
<td>FIN 355</td>
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<td>MGT 393</td>
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<td>3</td>
<td>MGT 362</td>
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<td>Gen Ed Electives</td>
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Total Credits: 15

#### Year 4

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<td>MGT 449</td>
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</table>

Total Credits: 15

Total Credits: 120

1 A grade of "C" or better is required for admission to the CBA Business Program.
College of Liberal Studies (CLS)

Dean - Julia Johnson
Associate Dean - Charles Martin-Stanley
Assistant Dean, interim - Marie Moeller
235 Morris Hall; 608.785.8113

Assistant to the Dean: Sandy Keller
Academic Advisers: Kathy Elgin, Peter Stovall
260 Morris Hall; 608.785.5454

www.uwlax.edu/college-of-liberal-studies

The College of Liberal Studies (CLS) includes departments and programs in the humanities, social sciences, and interdisciplinary studies, as well as the School of Arts and Communication (p. 248). CLS continues the established liberal studies tradition of providing many curricula leading to the Bachelor of Arts or the Bachelor of Science degree.

CLS is dedicated to providing quality instruction and learning experiences which prepare students for careers, future education, and meaningful, responsible lives by fostering a climate of intellectual curiosity and creativity. Graduates of the college will have developed the skills for professional and personal success, including the ability to communicate effectively, think critically, conduct sound research, understand global issues, use knowledge in all aspects of life, participate meaningfully as citizens, and discover and apply worthwhile values.

CLS faculty and staff are committed to maintaining academic integrity and high ethical standards. The CLS, through its faculty, students, and curricula, is also dedicated to advancing diversity and inclusion. Furthermore, by developing partnerships outside the university and by encouraging professional connections, the college establishes its membership in the broader community.

The academic community within the College of Liberal Studies supports a strong general education program, nurtures exceptional disciplinary programs, and creates innovative interdisciplinary and international programs, which together promote lifelong personal and professional learning.

Programs in the humanities, social sciences, and interdisciplinary studies

At the heart of the College of Liberal Studies are the departments which teach the humanities and social sciences. These departments have traditionally represented the cornerstone disciplines of a university. They offer essential experiences that prepare students for lifelong learning. Courses in the humanities and social sciences introduce students to cultural, ethnic, and racial diversity; international dimensions of politics, economics, language, and culture; social institutions and social interactions; theories and applications of human behavior; and the great writing that develops and explores these realms of knowledge.

All students at UWL take courses in the humanities and social sciences even though they may not major in one of these programs. Many of the skills courses and liberal studies courses of the general education program are offered by departments in the humanities and social sciences. The skills that are built are those that enable students to proceed with effective and efficient learning.

Courses in the humanities and social sciences provide individuals with solid reading and writing abilities, an understanding of cultural diversity, critical thinking and problem-solving skills, the ability to integrate and synthesize ideas, and a sense of personal responsibility. Courses in these disciplines help individuals learn from the past, explore the present, and adapt to the future. The liberal studies program is designed to be an enriching experience that produces a well-rounded individual.

The humanities are taught in the Departments of English, Modern Languages, History, and Philosophy. The social sciences are taught in the Departments of Archaeology/Anthropology, Political Science and Public Administration, Psychology, and Sociology. The College of Liberal Studies also offers interdisciplinary opportunities in the Departments of Ethnic and Racial Studies, Military Science (ROTC), and Women’s, Gender, and Sexuality Studies, as well as in child youth care, criminal justice, environmental studies, and international studies. Interdisciplinary studies combine courses from various humanities, social science, and arts and communication disciplines.

Departments/units

• Archaeology and Anthropology
• Art
• Communication Studies
• English
• Ethnic and Racial Studies
• History
• Military Science
• Modern Languages
• Music
• Philosophy
• Political Science and Public Administration
• Psychology
• Sociology
• Student Affairs Administration (graduate only)
• Theatre Arts
• Women’s, Gender, and Sexuality Studies

Degrees offered

• Bachelor of Arts
• Bachelor of Science
• Master of Science in Education (see graduate catalog)
• Education Specialist (see graduate catalog)
• Doctor of Education (see graduate catalog)

 Majors and minors

(See the School of Arts and Communication (p. 248) for majors, minors, and emphases in art, communication studies, music, theatre arts, and the teacher education programs in these areas.)

B.A. = Bachelor of Arts  B.S. = Bachelor of Science  m = minor

• Anthropology (p. 98) (m)
• Archaeological Studies (p. 98) (B.A., B.S., m)
• At-Risk Child & Youth Care (p. 106) (m)
• Chinese Studies (p. 170) (m)
• Creative Writing (p. 114) (m)
• Criminal Justice (p. 230) (m)
• Economics (p. 107) (B.A., B.S., m)
• Economics Education (p. 107) (m)
• English Literature (p. 114) (m)
• English w/Literature Emphasis (p. 114) (B.A.)
• English w/Rhetoric and Writing Emphasis (p. 114) (B.A.)
• English Education (p. 114) (B.S., m)
• Environmental Studies (p. 130) (m)
• Ethnic and Racial Studies (p. 131) (m)
• French (p. 170) (B.A., m)
• French w/Business Concentration (p. 170) (B.A.)
• French Education (p. 170) (B.S., m)
• German Studies (p. 170) (B.A., m)
• German w/Business Concentration (p. 170) (B.A.)
• German Studies Education (p. 170) (B.S., m)
• History w/World History Emphasis (p. 133) (B.A., B.S., m)
• History w/Regional Emphasis (p. 133) (B.A., B.S., m)
• History w/Topical Emphasis (p. 133) (B.A., B.S., m)
• History Education (p. 133) (B.A., B.S., m)
• International Studies (p. 165) (m)
  • African Emphasis (m)
  • Asian Emphasis (m)
  • European Emphasis (m)
  • Latin American Emphasis (m)
  • Middle Eastern Emphasis (m)
• Legal Studies (p. 205) (m)
• Linguistics (p. 114) (m)
• Military Science (p. 169) (m)
• Philosophy (p. 200) (B.A., B.S., m)
• Political Science (p. 205) (B.A., B.S., m)
• Political Science Education (p. 205) (B.S., m)
• Professional and Technical Writing (p. 114) (m)
• Psychology (p. 222) (B.A., B.S., m)
• Psychology Education (p. 222) (m)
• Public Administration (p. 205) (B.A., B.S., m)
• Social Studies Education (p. 446) (B.S.) (Broad Field Option A or Option B; open to Early Adolescence-Adolescence teacher certification program only)
• Sociology (p. 230) (B.A., B.S., m)
• Sociology Education (p. 230) (B.S., m)
• Spanish (p. 170) (B.A., m)
• Spanish w/Business Concentration (p. 170) (B.A.)
• Spanish Education (p. 170) (B.S., m)
• Teaching English to Speakers of Other Languages (p. 170) (m)
• Teaching English to Speakers of Other Languages Education (p. 170) (m)
• Women’s Studies (p. 240) (B.A., B.S., m)

**Emphases/Programs**

• Gerontology (p. 132)

**Certificate Programs**

• French Studies (p. 170)
• Russian Studies (p. 170)

**Advising**

All students in the College of Liberal Studies who have declared majors are assigned to faculty advisors. Advisors provide guidance and assistance to develop plans for post-college experiences. Students and their advisors are provided with Advisement Reports (AR) that assist them in monitoring progress toward meeting degree requirements. Degrees are verified in the dean’s office. Students are encouraged to come to the office to review progress toward the degree during their junior year.

**College of Liberal Studies (CLS/SAC)**

**Bachelor of Arts core requirements**

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

**A. Language track**

1. **Native speakers of English** complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced
Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and

2. Two additional courses outside the student’s major in two of the following: humanities, social sciences or fine arts.

B. Humanities track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

College of Liberal Studies (CLS/SAC) Bachelor of Science core requirements
The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.

4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS %20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student’s major as follows:
1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Graduation/degree requirements
A student in the College of Liberal Studies may earn either the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) degree. The type of degree earned by a student (B.A. or B.S.) may be determined by the major programs elected by the student. All general university degree requirements must be met: a minimum of 120 credits (40 of which must be 300/400 numbered courses), general education program requirements, college core requirements, and major program requirements.

Joint institution programs
International joint program in English: The College of Liberal Studies administers a joint degree program with Guangxi Normal University (http://catalog.uwlax.edu/undergraduate/liberalstudies/Guangxi_University_Agreement_with_UWL__2015.pdf) (GXNU), China. Chinese students at GXNU may enroll in this program to receive degrees from both institutions. Successful completion of the requirements set by this program results in the conferring of the Bachelor of degree in
English by the authorities of GXNU and the conferring of the Bachelor of Arts degree with a major in English (emphasis in rhetoric and writing) by UW-La Crosse.

Contact the UWL Admissions Office (http://www.uwlax.edu/admissions/international-student) for more information. Students who earned an associate degree from another UW System institution are exempt from UWL’s general education requirements, although students must still meet all other UWL degree, college, and major requirements.

Joint programs affecting School of Arts and Communication (SAC) majors (p. 250) are found on the SAC page.

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**Archaeology and Anthropology Department (ARC/ANT)**

**College of Liberal Studies**  
**Department Chair:** Timothy McAndrews  
437F Wimberly Hall; 608.785.6774  
**Email:** tmcan@uwlax.edu  
www.uwlax.edu/archaeology

**Departmental mission**

The Department of Archaeology and Anthropology at the University of Wisconsin-La Crosse offers a major in archaeology and minors in anthropology and archaeology. The central mission of the Department of Archaeology and Anthropology is to provide the highest quality academic programs in service to our majors and minors as well as to the students we serve through our university’s General Education Program course offerings. Beyond this, the Archaeology and Anthropology Department embraces its further obligation to conduct scholarly activity and to serve the needs of our surrounding community within the realm of our professional expertise and the availability of our resources.

The primary objective of the **archaeological studies major** as an academic program is to provide a sound and broad multi-disciplinary background for students seeking a liberal arts/humanities degree; to provide academic and professional preparation for students planning to enter graduate school in archaeology; to provide professional training for students planning careers in archaeology directly after graduation; and to provide elective and service courses for other majors.

The primary objective of the **anthropology minor** as an academic program is to provide a strong four-field anthropological background for students in all areas of the liberal arts and sciences.

The primary objective of the **archaeological studies minor** as an academic program is to provide a solid grounding in anthropological archaeology for students in all areas of the liberal arts and sciences.

**Majors**

The **Archaeology Program** at UWL is among the top comprehensive undergraduate programs in archaeology in the United States and the only one in the Midwest. The uniqueness of our program lies in the fact that it is an interdisciplinary major that integrates the fields of New World and Old World archaeology, cultural anthropology, physical anthropology, geoarchaeology, and cultural resource management. We are able to provide our undergraduate students with practical experience unmatched by other programs of its kind for three primary reasons:

1. Our close relationship with the Mississippi Valley Archaeology Center (MVAC), the research arm of our program, which conducts extensive research and public education activities throughout the tri-state region of Wisconsin, Minnesota, and Iowa;
2. Our impressive array of intensive international experiences designed to provide students with practical anthropological, archaeological, and ethnographic methods;
3. Our focus on providing students with training in cutting edge technologies that very few programs in the U.S. offer including: geophysical and remote sensing equipment (ground penetrating radar, magnetometer, resistivity meter); precision laser mapping equipment; a complete photogrammetry array; 3-D scanning, photo, and video equipment; photographic drone for aerial photography and video.

**Minors**

The **anthropology minor** provides students with a broad background in one of the most fascinating of social sciences - Anthropology, the scientific study of humanity. Required curriculum in the minor exposes students to all four sub-disciplines of anthropology - cultural anthropology, physical anthropology, archaeology, and linguistics – and students are able to flesh out the minor with a range of elective courses that satisfy their particular interests. The anthropology minor is an excellent pairing with a number of disciplinary majors available on campus including archaeology; sociology; communications; women’s, gender, and sexuality studies; and disciplines in the health sciences, to name only a few.

The **archaeological studies minor** is designed for students who have an interest in the anthropological sub-discipline of archaeology but who are majoring in another discipline. Common majors that are served by the archaeology minor include history, geology, geography, biology, physics, and a number of others. The minor in archaeological studies provides students with a strong foundational understanding of the discipline while at the same time allowing for the selection of elective courses that particularly suit the individual student’s interests.

**General education writing emphasis**

This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

**2016-17 Faculty/Staff**

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

**Professor**

Timothy McAndrews

**Associate Professor**

David Anderson  
Vincent Her  
Christine Hippert
Majors

- Archaeological studies major - BA (p. 99)
- Archaeological studies major - BS (p. 102)

Minors

- Archaeological studies minor (p. 105)
- Anthropology minor (p. 106)

Honors

- Archaeology honors program (http://catalog.uwlax.edu/undergraduate/archaeology/archaeology-honors-program)

Archeological Studies Major - Bachelor of Arts (BA)

The Archeological Studies Program at UWL is among the top comprehensive undergraduate programs in archaeology in the United States and the only one in the Midwest. Lewis Binford, one of the most influential archaeologists in the discipline’s history, said of our program: “I can say without hesitation that this is the best undergraduate program in archaeology that I have seen anywhere in this country.” The uniqueness of our program lies in the fact that it is an interdisciplinary major that integrates the fields of New World and Old World archaeology, cultural anthropology, physical anthropology, geoarchaeology, and cultural resource management.

Because our program is built around close student-instructor interaction and intensive experiential opportunities, our students are given ample opportunity for participation in all aspects of anthropological field and laboratory research. Moreover, a substantial amount of financial support is available to students for part- and full-time lab and fieldwork during the summer and school year. This support ensures that students graduate with both academic and practical job preparation.

Major requirements

(All colleges, excluding teacher certification programs)

Admission

Undergraduate students may declare their major as pre-archaeological studies majors. Only those students who have been admitted to the program are classified as archaeological studies majors. Admission to the major is limited and based upon the following minimal requirements.

Entrance requirements

1. Prior to application for the major, the following archaeology courses must be completed with a minimum GPA of 3.00: ARC 100, ARC 196, and ARC 200. ARC 101 is strongly recommended for all students majoring in or considering a major in archaeology.
2. An overall GPA of 2.50
3. Completion of 32 credits
4. Completion of the archaeological studies major application form

Curriculum

Required courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 100</td>
<td>Archaeology: Discovering Our Past</td>
<td>3</td>
</tr>
<tr>
<td>ARC 196</td>
<td>Archaeology: An Introduction to Lab and Field Methods</td>
<td>1</td>
</tr>
<tr>
<td>ARC 200</td>
<td>World Archaeology: Origins and Development of Human Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>ARC 455</td>
<td>Historical and Theoretical Perspectives in Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC 489</td>
<td>Honors Thesis in Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>or ARC 499</td>
<td>Senior Project/Thesis in Archaeology</td>
<td></td>
</tr>
<tr>
<td>ARC 402</td>
<td>Field Methods in Archaeology (minimum of six credits)</td>
<td>6</td>
</tr>
</tbody>
</table>

Regional courses

Select at least two courses (see below) 6

Methods courses

Select at least two courses (see below) 6

Anthropology courses

Select at least two courses (see below) 6

Total Credits 37

1 ARC 101 and ARC 395 are not required but strongly recommended.

Anthropology credits applied to the archaeological studies major or minor may not be applied to the anthropology minor or the sociology major or minor.

Regional courses (six credits required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 204</td>
<td>Ancient Literate Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>ARC 241</td>
<td>North American Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC 280</td>
<td>The Incas and their Ancestors: Archaeology of the Andes</td>
<td>3</td>
</tr>
</tbody>
</table>
Methods courses (six credits required)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 250</td>
<td>Museum Studies</td>
<td>3</td>
</tr>
<tr>
<td>ARC 300</td>
<td>Cultural Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>ARC 303</td>
<td>Archaeology Lab Methods</td>
<td>3</td>
</tr>
<tr>
<td>ARC 320</td>
<td>Historical Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC 347</td>
<td>Geoarchaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC 395</td>
<td>Graduate Preparation Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ARC 399</td>
<td>Archaeology Forum</td>
<td>3</td>
</tr>
<tr>
<td>ARC 415</td>
<td>Advanced Research Applications in Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC 445</td>
<td>Research Methods in Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC 450</td>
<td>Internship in Archaeology</td>
<td>1-15</td>
</tr>
<tr>
<td>ARC 498</td>
<td>Seminar in Archaeology</td>
<td>1-3</td>
</tr>
<tr>
<td>ARC/ANT 330</td>
<td>Pastoralism: Past and Present</td>
<td>3</td>
</tr>
<tr>
<td>ARC/ANT 335</td>
<td>Human Skeletal Anatomy and the Anthropological Study of the Dead</td>
<td>3</td>
</tr>
<tr>
<td>ARC/ANT 346</td>
<td>Ethnoarchaeology and Experimental Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 345</td>
<td>Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 385</td>
<td>Introduction to Geographic Information System and Science</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 390</td>
<td>Geographic Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 426</td>
<td>Soil Morphology and Genesis</td>
<td>4</td>
</tr>
</tbody>
</table>

Anthropology courses (six credits required)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>ANT 215</td>
<td>Refugees, Displaced Persons &amp; Transnational Communities</td>
<td>3</td>
</tr>
<tr>
<td>ANT 250</td>
<td>Women and Society</td>
<td>3</td>
</tr>
<tr>
<td>ANT 366</td>
<td>Anthropology of Food</td>
<td>3</td>
</tr>
<tr>
<td>ANT 290</td>
<td>Andean Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 307</td>
<td>International Development and Culture Change</td>
<td>3</td>
</tr>
<tr>
<td>ANT 320</td>
<td>Rites, Rituals and Ceremonies</td>
<td>3</td>
</tr>
<tr>
<td>ANT 321</td>
<td>Images, Visual Culture and Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 323</td>
<td>Anthropology of Childhood and Youth</td>
<td>3</td>
</tr>
<tr>
<td>ANT 343</td>
<td>North American Indians</td>
<td>3</td>
</tr>
<tr>
<td>ANT 351</td>
<td>Peoples and Cultures of Southeast Asia</td>
<td>3</td>
</tr>
<tr>
<td>ANT 354</td>
<td>Peoples and Cultures of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>ANT 362</td>
<td>Hmong Americans</td>
<td>3</td>
</tr>
<tr>
<td>ANT 370</td>
<td>Medical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 375</td>
<td>Language, Power, and Inequality</td>
<td>3</td>
</tr>
<tr>
<td>ANT 399</td>
<td>Anthropology Forum</td>
<td>3</td>
</tr>
<tr>
<td>ANT 401</td>
<td>Ethnographic Methods</td>
<td>3</td>
</tr>
<tr>
<td>ANT 409</td>
<td>Readings and Research in Anthropology</td>
<td>1-3</td>
</tr>
<tr>
<td>ANT 454</td>
<td>Historical and Theoretical Approaches in Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 499</td>
<td>Seminar in Anthropology</td>
<td>2-3</td>
</tr>
<tr>
<td>ARC/ANT 304</td>
<td>Hunter and Gatherer Societies</td>
<td>3</td>
</tr>
<tr>
<td>ARC/ANT 305</td>
<td>Indigenous Agricultural Societies: Past &amp; Present</td>
<td>3</td>
</tr>
<tr>
<td>ARC/ANT 330</td>
<td>Pastoralism: Past and Present</td>
<td>3</td>
</tr>
<tr>
<td>ARC/ANT 335</td>
<td>Human Skeletal Anatomy and the Anthropological Study of the Dead</td>
<td>3</td>
</tr>
<tr>
<td>ARC/ANT 346</td>
<td>Ethnoarchaeology and Experimental Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC/ANT 357</td>
<td>Peoples and Cultures of Africa</td>
<td>3</td>
</tr>
<tr>
<td>HIS/ANT 312</td>
<td>Peoples and Cultures of Eastern Europe and the Former Soviet Union</td>
<td>3</td>
</tr>
</tbody>
</table>

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 100)
- Baccalaureate degree requirements (p. 101)

College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has recorded within 30 days after the official ending date of each term.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course...
descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprep/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

*This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.*

---

**Archaeological Studies Major - Bachelor of Science (BS)**

The Archaeological Studies Program at UWL is among the top comprehensive undergraduate programs in archaeology in the United States and the only one in the Midwest. Lewis Binford, one of the most influential archaeologists in the discipline’s history, said of our program: “I can say without hesitation that this is the best undergraduate program in archaeology that I have seen anywhere in this country.” The uniqueness of our program lies in the fact that it is an interdisciplinary major that integrates the fields of New World and Old World archaeology, cultural anthropology, physical anthropology, geoarchaeology, and cultural resource management.

We are able to provide our undergraduate students with practical experience unmatched by other programs of its kind for three primary reasons:

1. Our close relationship with the Mississippi Valley Archaeology Center (MVAC), the research arm of our program, which conducts extensive research and public education activities throughout the tri-state region of Wisconsin, Minnesota, and Iowa;
2. Our impressive array of intensive international experiences designed to provide students with practical anthropological, archaeological, and ethnographic methods;
3. Our focus on providing students with training in cutting edge technologies that very few programs in the U.S. offer including: geophysical and remote sensing equipment (ground penetrating radar, magnetometer, resistivity meter); precision laser mapping equipment; a complete photogrammetry array; 3-D scanning, photo, and video equipment; photographic drone for aerial photography and video.

Because our program is built around close student-instructor interaction and intensive experiential opportunities, our students are given ample opportunity for participation in all aspects of anthropological field and laboratory research. Moreover, a substantial amount of financial support is available to students for part- and full-time lab and fieldwork during the summer and school year. This support ensures that students graduate with both academic and practical job preparation.

**Major requirements**

(All colleges, excluding teacher certification programs)

**Admission**

Undergraduate students may declare their major as pre-archaeological studies majors. Only those students who have been admitted to the program are classified as archaeological studies majors. Admission to the major is limited and based upon the following minimal requirements.
Entrance requirements

1. Prior to application for the major, the following archaeology courses must be completed with a minimum GPA of 3.00: ARC 100, ARC 196, and ARC 200. ARC 101 is strongly recommended for all students majoring in or considering a major in archaeology.
2. An overall GPA of 2.50
3. Completion of 32 credits
4. Completion of the archaeological studies major application form

Curriculum

Required courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 100</td>
<td>Archaeology: Discovering Our Past</td>
<td>3</td>
</tr>
<tr>
<td>ARC 196</td>
<td>Archaeology: An Introduction to Lab and Field Methods</td>
<td>1</td>
</tr>
<tr>
<td>ARC 200</td>
<td>World Archaeology: Origins and Development of Human Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>ARC 455</td>
<td>Historical and Theoretical Perspectives in Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC 489</td>
<td>Honors Thesis in Archaeology or ARC 499</td>
<td>3</td>
</tr>
<tr>
<td>ARC 402</td>
<td>Field Methods in Archaeology (minimum of six credits)</td>
<td>6</td>
</tr>
</tbody>
</table>

Regional courses

Select at least two courses (see below) | 6

Methods courses

Select at least two courses (see below) | 6

Anthropology courses

Select at least two courses (see below) | 6

Total Credits | 37

1 ARC 101 and ARC 395 are not required but strongly recommended.

Anthropology credits applied to the archaeological studies major or minor may not be applied to the anthropology minor or the sociology major or minor.

Regional courses (six credits required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 204</td>
<td>Ancient Literate Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>ARC 241</td>
<td>North American Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC 280</td>
<td>The Incas and their Ancestors: Archaeology of the Andes</td>
<td>3</td>
</tr>
<tr>
<td>ARC 285</td>
<td>Archaeology of Mexico and Central America</td>
<td>3</td>
</tr>
<tr>
<td>ARC 310</td>
<td>Midwest Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC 312</td>
<td>African Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC 350</td>
<td>Independent Foreign Research in Archaeology</td>
<td>1-6</td>
</tr>
<tr>
<td>ARC 357</td>
<td>Peoples and Cultures of Africa</td>
<td>3</td>
</tr>
<tr>
<td>ARC 367</td>
<td>Ancient Egypt</td>
<td>3</td>
</tr>
<tr>
<td>ARC 399</td>
<td>Archaeology Forum</td>
<td>3</td>
</tr>
<tr>
<td>ARC 404</td>
<td>Environmental Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC 409</td>
<td>Readings and Research in Archaeology</td>
<td>1-3</td>
</tr>
<tr>
<td>ARC 498</td>
<td>Seminar in Archaeology</td>
<td>1-3</td>
</tr>
<tr>
<td>ARC/ANT 353</td>
<td>Maya Civilization</td>
<td>3</td>
</tr>
<tr>
<td>ARC/HIS 295</td>
<td>Pyramids, Temples and Towns! The Archaeology of Ancient Egypt</td>
<td>3</td>
</tr>
<tr>
<td>ARC/HIS 331</td>
<td>The Ancient Greek World</td>
<td>3</td>
</tr>
<tr>
<td>ARC/HIS 332</td>
<td>Ancient Rome and the Mediterranean</td>
<td>3</td>
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</tbody>
</table>

Methods courses (six credits required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 250</td>
<td>Museum Studies</td>
<td>3</td>
</tr>
<tr>
<td>ARC 300</td>
<td>Cultural Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>ARC 303</td>
<td>Archaeology Lab Methods</td>
<td>3</td>
</tr>
<tr>
<td>ARC 320</td>
<td>Historical Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC 347</td>
<td>Geoarchaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC 395</td>
<td>Graduate Preparation Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ARC 399</td>
<td>Archaeology Forum</td>
<td>3</td>
</tr>
<tr>
<td>ARC 415</td>
<td>Advanced Research Applications in Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC 445</td>
<td>Research Methods in Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC 450</td>
<td>Internship in Archaeology</td>
<td>1-15</td>
</tr>
<tr>
<td>ARC 498</td>
<td>Seminar in Archaeology</td>
<td>1-3</td>
</tr>
<tr>
<td>ARC/ANT 330</td>
<td>Pastoralism: Past and Present</td>
<td>3</td>
</tr>
<tr>
<td>ARC/ANT 335</td>
<td>Human Skeletal Anatomy and the Anthropological Study of the Dead</td>
<td>3</td>
</tr>
<tr>
<td>ARC/ANT 346</td>
<td>Ethnoarchaeology and Experimental Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 345</td>
<td>Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 385</td>
<td>Introduction to Geographic Information System and Science</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 390</td>
<td>Geographic Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 426</td>
<td>Soil Morphology and Genesis</td>
<td>4</td>
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</tbody>
</table>

Anthropology courses (six credits required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANT 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>ANT 215</td>
<td>Refugees, Displaced Persons &amp; Transnational Communities</td>
<td>3</td>
</tr>
<tr>
<td>ANT 250</td>
<td>Women and Society</td>
<td>3</td>
</tr>
<tr>
<td>ANT 366</td>
<td>Anthropology of Food</td>
<td>3</td>
</tr>
<tr>
<td>ANT 290</td>
<td>Andean Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 307</td>
<td>International Development and Culture Change</td>
<td>3</td>
</tr>
<tr>
<td>ANT 320</td>
<td>Rites, Rituals and Ceremonies</td>
<td>3</td>
</tr>
<tr>
<td>ANT 321</td>
<td>Images, Visual Culture and Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 323</td>
<td>Anthropology of Childhood and Youth</td>
<td>3</td>
</tr>
<tr>
<td>ANT 343</td>
<td>North American Indians</td>
<td>3</td>
</tr>
<tr>
<td>ANT 351</td>
<td>Peoples and Cultures of Southeast Asia</td>
<td>3</td>
</tr>
<tr>
<td>ANT 354</td>
<td>Peoples and Cultures of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>ANT 362</td>
<td>Hmong Americans</td>
<td>3</td>
</tr>
<tr>
<td>ANT 370</td>
<td>Medical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 375</td>
<td>Language, Power, and Inequality</td>
<td>3</td>
</tr>
<tr>
<td>ANT 399</td>
<td>Anthropology Forum</td>
<td>3</td>
</tr>
<tr>
<td>ANT 401</td>
<td>Ethnographic Methods</td>
<td>3</td>
</tr>
<tr>
<td>ANT 409</td>
<td>Readings and Research in Anthropology</td>
<td>1-3</td>
</tr>
</tbody>
</table>
Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 104)
- Baccalaureate degree requirements (p. 104)

College of Liberal Studies (CLS/SAC)
Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student’s major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 59).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

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Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Cred</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3 ARC 101</td>
<td>3</td>
<td>ARC 196</td>
<td>1 Gen Ed Math</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy)</td>
<td>3 ARC 200 (Gen Ed World History)</td>
<td>3</td>
<td>ANT 102 (Gen Ed Natural Lab Science)</td>
<td>4 ENG 110 or 112 (Gen Ed Literacy - Written)</td>
</tr>
<tr>
<td>ARC 100</td>
<td>3 ANT 202 (Gen Ed Global Studies)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
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Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Cred</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS Core Course</td>
<td>3 Gen Ed Arts</td>
<td>2-3</td>
<td>ARC 402</td>
<td>6</td>
</tr>
<tr>
<td>ANT Course</td>
<td>3 CLS Core Diversity Course</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>ANT 101 (Gen Ed Self &amp; Society)</td>
<td>3 Gen Ed Elective</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Minor Course</td>
<td>3 ARC Regional Course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Lang/Logical Systems</td>
<td>4-4 Minor Course</td>
<td>3</td>
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<td>16</td>
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Year 3

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<th>Cred</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CLS Core Course - Natural Lab Science</td>
<td>4 Minor Course</td>
<td>3</td>
<td></td>
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<tr>
<td>ANT Course</td>
<td>3 ARC Regional Course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3 Gen Ed Elective</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>ARC 445</td>
<td>3 Gen Ed Arts</td>
<td>2-3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 120

Archaeological Studies Minor

The Archaeological Studies Program at UWL is among the top comprehensive undergraduate programs in archaeology in the United States and the only one in the Midwest. Lewis Binford, one of the most influential archaeologists in the discipline's history, said of our program: "I can say without hesitation that this is the best undergraduate program in archaeology that I have seen anywhere in this country." The archaeological studies minor is an interdisciplinary course of study that integrates the fields of New World and Old World archaeology, cultural anthropology, physical anthropology, geoarchaeology, and cultural resource management.

We are able to provide our undergraduate students with practical experience unmatched by other programs of its kind for three primary reasons:

1. Our close relationship with the Mississippi Valley Archaeology Center (MVAC), the research arm of our program, which conducts extensive research and public education activities throughout the tri-state region of Wisconsin, Minnesota, and Iowa;
2. Our impressive array of intensive international experiences designed to provide students with practical anthropological, archaeological, and ethnographic methods;
3. Our focus on providing students with training in cutting edge technologies that very few programs in the U.S. offer including: geophysical and remote sensing equipment (ground penetrating radar, magnetometer, resistivity meter); precision laser mapping equipment; a complete photogrammetry array, 3-D scanning, photo, and video equipment; photographic drone for aerial photography and video.

Because our program is built around close student-instructor interaction and intensive experiential opportunities, our students are given ample opportunity for participation in all aspects of anthropological field and laboratory research. The archaeology minor is designed for students who have an interest in the anthropological sub-discipline of archaeology but who are majoring in another discipline. Common majors that are served by the archaeology minor include history, geography, biology, physics, and a number of others. The minor in archaeological studies provides students with a strong foundational understanding of the discipline while at the same time allowing for the selection of elective courses that particularly suit the individual student's interests.

Minor requirements

(All colleges, excluding teacher certification programs)

22 credits

ARC 100 Archaeology: Discovering Our Past 3
Anthropology Minor

The anthropology minor provides students with a broad background in one of the most fascinating of social sciences - Anthropology, the scientific study of humanity. Required curriculum in the minor exposes students to all four sub-disciplines of anthropology - cultural anthropology, physical anthropology, archaeology, and linguistics - and students are able to flesh out the minor with a range of elective courses that satisfy their particular interests. Because anthropology is the study of human diversity around the world, students with a variety of majors take the anthropology minor to give them an international perspective on their specific fields, including public health, biology, exercise and sports science, women's, gender and sexuality studies, English, modern languages, archaeology, sociology, political science, marketing, and business. Pairing these majors with an anthropology minor helps students gain a competitive edge in our increasingly global world.

Minor requirements

(All colleges, excluding teacher certification programs)

22 credits

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>ANT 102</td>
<td>Introduction to Physical Anthropology</td>
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<tr>
<td>ANT 195</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 196</td>
<td>Introduction to Linguistic Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 454</td>
<td>Historical and Theoretical Approaches in Anthropology</td>
<td>3</td>
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</table>

Nine advanced electives (300/400 level) in anthropology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 304</td>
<td>Hunter and Gatherer Societies</td>
<td></td>
</tr>
<tr>
<td>ANT 305</td>
<td>Indigenous Agricultural Societies: Past &amp; Present</td>
<td></td>
</tr>
<tr>
<td>ANT 307</td>
<td>International Development and Culture Change</td>
<td></td>
</tr>
<tr>
<td>ANT 312</td>
<td>Peoples and Cultures of Eastern Europe and the Former Soviet Union</td>
<td></td>
</tr>
<tr>
<td>ANT 320</td>
<td>Rites, Rituals and Ceremonies</td>
<td></td>
</tr>
<tr>
<td>ANT 321</td>
<td>Images, Visual Culture and Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANT 323</td>
<td>Anthropology of Childhood and Youth</td>
<td></td>
</tr>
<tr>
<td>ANT 330</td>
<td>Pastoralism: Past and Present</td>
<td></td>
</tr>
<tr>
<td>ANT 335</td>
<td>Human Skeletal Anatomy and the Anthropological Study of the Dead</td>
<td></td>
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<tr>
<td>ANT 343</td>
<td>North American Indians</td>
<td></td>
</tr>
<tr>
<td>ANT 346</td>
<td>Ethnoarchaeology and Experimental Archaeology</td>
<td></td>
</tr>
<tr>
<td>ANT 351</td>
<td>Peoples and Cultures of Southeast Asia</td>
<td></td>
</tr>
<tr>
<td>ANT 354</td>
<td>Peoples and Cultures of Latin America</td>
<td></td>
</tr>
<tr>
<td>ANT/ARC 357</td>
<td>Peoples and Cultures of Africa</td>
<td></td>
</tr>
<tr>
<td>ANT 362</td>
<td>Hmong Americans</td>
<td></td>
</tr>
</tbody>
</table>

Of the 15 elective credits at least nine credits must be at the 300/400 level. Archaeology credits applied to the anthropology minor, history major or minor, sociology major or minor, and/or the geoarchaeology minor may not be applied to the archaeology minor.

ANT 370 Medical Anthropology
ANT 375 Language, Power, and Inequality
ANT 399 Anthropology Forum
ANT 401 Ethnographic Methods
ANT 409 Readings and Research in Anthropology
ANT 450 Internship in Anthropology
ANT 479 Archaeology/Anthropology Laboratory Assistant
ANT 499 Seminar in Anthropology

Total Credits 22

Anthropology credits applied to the archaeological studies major or minor or the sociology major or minor may not be applied to the anthropology minor.

Child/Youth Care Program (CYC)

College of Liberal Studies
Coordinator: Lisa Caya
331C Graff Main Hall; 608.785.6895
E-mail: lcaya@uwla.edu

www.uwlax.edu/psychology/undergraduate-majors/minors

The at-risk child and youth care (CYC) minor is a multidisciplinary program designed to provide students with knowledge and skills necessary to promote the well being of all children and adolescents. Special attention is given to vulnerable/at-risk populations within the context of the family, the community, and the life span. The minor assists students who upon graduation may work within a wide variety of settings including: early child care and education, community-based and youth development programs, parent education and family support, school-based programs, community mental health, group homes, residential centers, day and residential treatment, early intervention, home-based care and treatment, psychiatric centers, rehabilitation programs, pediatric health care, and juvenile justice programs.

Students who complete the minor are expected to be able to:

- Identify the role of individual and family factors associated with at-risk children
- Differentiate typical from atypical human development
- Apply theories, concepts and research findings to promote child well-being
- Identify the purpose and structure of community and government systems in promoting and advocating for child well-being

2016-17 Faculty/Staff

The following is the department's faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Program Coordinator

Lisa Caya, Psychology
E-mail: lcaya@uwla.edu

Advisors

Linda Dickmeyer, Communication Studies
Guy Herling, SAH
Sandy Keller, CLS
Minor

- At-risk child and youth care minor (p. 107)

At-Risk Child and Youth Care Minor

Minor requirements

(All colleges)

21-30 credits (depending on major)

- Psychology majors: 12 credits may count in both major and minor
- Therapeutic recreation majors: 10 credits may count in both major and minor
- All other majors: six credits may count in both major and minor if courses from the major are included in the CYC listings.

Category I: Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYC 301</td>
<td>Overview of Child and Youth Care</td>
<td>3</td>
</tr>
<tr>
<td>CYC 310</td>
<td>Social Policy for Children and Families</td>
<td>3</td>
</tr>
<tr>
<td>CYC 495</td>
<td>Capstone in Child Youth Care</td>
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</table>

Category II: Internship

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYC 450</td>
<td>Internship in Child/Youth Care</td>
<td>3</td>
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</tbody>
</table>

Category III: Human development

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 212</td>
<td>Lifespan Development (or PSY 210 for PSY majors)</td>
<td>3</td>
</tr>
<tr>
<td>Special populations development:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select one of the following (each of which have a prerequisite of PSY 212 or PSY 210):</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 355</td>
<td>Infancy and Early Childhood</td>
<td></td>
</tr>
<tr>
<td>PSY 356</td>
<td>The School-aged Child</td>
<td></td>
</tr>
<tr>
<td>PSY 357</td>
<td>Adolescence</td>
<td></td>
</tr>
</tbody>
</table>

Category IV: Family dynamics

Select one of the following: 3

- CST 336 Family Communication
- CYC 411 Family Systems Theory
- SOC 212 Marriage and Family

Category V: Application skills

Select one of the following: 3

- CST 230 Interpersonal Communication
- CST 330 Nonverbal Communication
- CST 354 Health Communication
- CST 365 Communication in Teams or PSY 343 Group Dynamics or SOC 334 Sociology of Small Groups
- CST 380 Communicating Leadership
- PSY 315 Behavior Modification
- PSY 347 Empathic Listening Skills
- RTH 470 Facilitation Techniques in Therapeutic Recreation
- RTH 474 Experiential Education: Facilitation Techniques in Ropes Course
- RTH 483 Leisure Counseling in Therapeutic Recreation

Category VI: Youth at risk

Select six credits from at least two different subcategories (see below) 6

Total Credits 30

1 A grade of "B" or better in PSY 210 or PSY 212 and an overall credit level of 75 or fewer credits is required in order to enroll in CYC 301.

2 Can also be satisfied by other departmental internships with a child/youth care component - CEI 450, CST 450, HED 495/PH 498 (if done with pediatric population), PSY 450, REC 450, RTH 498, SOC 450 if it has a vulnerable and at-risk child/youth focus.

Subcategories:

Alcohol and drug abuse

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 469</td>
<td>Drugs, Society and Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 426</td>
<td>Addictive Behaviors</td>
<td>3</td>
</tr>
<tr>
<td>SOC 326</td>
<td>Sociopharmacology</td>
<td>3</td>
</tr>
</tbody>
</table>

Child welfare

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 207</td>
<td>Youth Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>HED 417</td>
<td>Understanding Child Abuse</td>
<td>1</td>
</tr>
<tr>
<td>HED 422</td>
<td>Sexual Abuse of Children</td>
<td>1</td>
</tr>
<tr>
<td>PSY 316</td>
<td>Child Abuse and Neglect</td>
<td>3</td>
</tr>
<tr>
<td>RTH 330</td>
<td>Therapeutic Recreation and Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>RTH 400</td>
<td>Child Life Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>RTH 401</td>
<td>Child Life Facilitation of Psychosocial Support</td>
<td>2</td>
</tr>
</tbody>
</table>

Disabilities

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 231</td>
<td>Introduction to Adapted Physical Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Mental health & youth at risk behaviors

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 345</td>
<td>Issues in Mental and Emotional Health</td>
<td>3</td>
</tr>
<tr>
<td>HED 425</td>
<td>Violence and Injury Prevention</td>
<td>3</td>
</tr>
<tr>
<td>PSY 417</td>
<td>Child and Adolescent Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>RTH 333</td>
<td>Therapeutic Recreation and Corrections</td>
<td>3</td>
</tr>
<tr>
<td>SOC 321</td>
<td>Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>SOC 324</td>
<td>Criminal Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

Economics Department (ECO)

The Economics major is offered through the College of Liberal Studies and through the College of Business Administration. The department is housed in the College of Business Administration (p. 75).

College of Business Administration
Department Chair: Taggert Brooks
413A Wimberly Hall; 608.785.8424
Email: tbrooks@uwlax.edu
www.uwlax.edu/economics

2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.
Economics Major - Bachelor of Arts (BA)

Major requirements
(All colleges, excluding College of Business Administration and teacher certification programs)

- ECO 110 Microeconomics and Public Policy 3
- ECO 120 Global Macroeconomics 3
- ECO 305 Intermediate Macroeconomic Analysis 3
- ECO 308 Intermediate Microeconomic Analysis 3

Select a research methods course from the following: 3
- BUS 230 Business and Economics Research and Communication
- ECO 307 Intro to Econometrics, Forecasting & Time Series
- MTH 405 Statistical Methods
- POL 361 Research Methods in Politics and Government
- PSY 420 Advanced Research Methods
- SOC 350 Methods of Social Research II (MTH 145 is required)

Select 18 credits of electives 1 18
Total Credits 33

1 At least 12 credits of these electives must be taken in economics courses numbered 300 or above. Up to six credits of electives may be taken from MTH 207, MTH 208, MTH 245 MTH 309; POL 330, POL 353; PUB 210, PUB 330; and any course numbered 200 or greater offered by a department in the College of Business Administration.

College of Business Administration students may also select this as a second major by meeting the above requirements.

Degree requirements
All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 108)
- Baccalaureate degree requirements (p. 109)

College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and
modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.

4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.

5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.

6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

**A. Language track**

1. Native speakers of English complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced

   Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and

2. Two additional courses outside the student’s major in two of the following: humanities, social sciences or fine arts.

**B. Humanities track**

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and

2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and

3. One additional course in social sciences or fine arts.

**C. Fine arts track**

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and

2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and

3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or

2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or

3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.

2. Complete at least one ethnic studies (diversity) course.

3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending
on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

*This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.*

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 110 (Gen Ed Self &amp; Society)</td>
<td>3 ECO 120 (Gen Ed Global Studies)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World History)</td>
<td>3 MTH 175 or MTH 201⁠¹</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Natural Lab Science</td>
<td>4 Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 225 (Gen Ed Minority Cultures)</td>
<td>3 University Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>16</strong></td>
<td><strong>16</strong></td>
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### Year 2

<table>
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<th>Fall</th>
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<th>Spring</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MTH 145 (Gen Ed Math)</td>
<td>4 102+ Level Gen Ed/CLS Core Language⁠²</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3 Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3 ECO Research Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2 Gen Ed Arts</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3 Gen Ed Elective</td>
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<td></td>
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<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
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### Year 3

<table>
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<th>Credits</th>
<th>Spring</th>
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</tr>
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<tbody>
<tr>
<td>ECO Elective⁠³</td>
<td>3 Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3 ECO 300/400 Level Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 300/400 Level Elective</td>
<td>3 Writing Emphasis (300/400 level)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA Core Elective</td>
<td>3 BA Core Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 300/400 Level Elective</td>
<td>3 Gen Ed Hum - Lit</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA Core Elective</td>
<td>3 ECO 300/400 Level Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Emphasis</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>15</strong></td>
<td><strong>12</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At least two courses must be designed as writing emphasis.

1 MTH 150 is a prerequisite for MTH 175.
2 CLS Core Humanities and Fine Arts Tracks require 102+ level language. CLS Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.
3 Any ECO course or any course numbered 200 or greater offered by a CBA department.

### Economics Major - Bachelor of Science (BS)

#### Major requirements

(All colleges, excluding College of Business Administration and teacher certification programs)

- ECO 110 Microeconomics and Public Policy 3
- ECO 120 Global Macroeconomics 3
- ECO 305 Intermediate Macroeconomic Analysis 3
- ECO 308 Intermediate Microeconomic Analysis 3
- Select a research methods course from the following: 3
- BUS 230 Business and Economics Research and Communication
- ECO 307 Intro to Econometrics, Forecasting & Time Series
- MTH 405 Statistical Methods
- POL 361 Research Methods in Politics and Government
- PSY 420 Advanced Research Methods
- SOC 350 Methods of Social Research II (MTH 145 is required)
- Select 18 credits of electives ¹ 18

| Total Credits | 33 |

¹ At least 12 credits of these electives must be taken in economics courses numbered 300 or above. Up to six credits of electives may be taken from MTH 207, MTH 208, MTH 245 MTH 309; POL 330, POL 353; PUB 210, PUB 330; and any course numbered 200 or greater offered by a department in the College of Business Administration.
College of Business Administration students may also select this as a second major by meeting the above requirements.

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 111)
- Baccalaureate degree requirements (p. 111)

College of Liberal Studies (CLS/SAC)
Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student's major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course
descriptions or the class timetable (http://www.uwlax.edu/Records/ registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

At least two courses must be designed as writing emphasis.

1 MTH 150 is a prerequisite for MTH 175.

2 Any ECO course or any course numbered 200 or greater offered by a CBA department.

Social Studies Education (Broad Field) Major (Early Adolescence-Adolescence Certification) - BS

**Major requirements**

Admission requirements for STEP Program (p. 534)

(Teacher certification program: early adolescence-adolescence)

54-64 credits

Choose either Option A (content major) or Option B (content minor) below:

**Option A (content major) 57-64 credits**

37-44 credit major in geography education, history education, political science education, or sociology education

20 credits, with a minimum of three credits, from any two of the following areas outside of the major:

- Economics
- Geography
- History
- Political Science
- Psychology
- Sociology

Total Credits: 57-64

Note: Teacher certification candidates must also complete GEO 200 Conservation of Global Environments and EFN 200 Cooperatives to fulfill statutory licensing requirements. Credits do not count toward the social studies education (broad field) major.

Candidates must also complete additional teacher education requirements listed in the STEP Program core (p. 534).

**Option B (content minor) 54-60 credits**

18-24 credit minor in one of the following:
Economics Minor

(All colleges, excluding teacher certification programs)

18 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 408</td>
<td>Teaching and Learning History &amp; Social Studies in the Secondary School</td>
<td>4</td>
</tr>
<tr>
<td>Select 12 credits of electives in courses numbered 300 or above in economics</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 18

Economics Education Minor

(Early Adolescence-Adolescence Certification)

(Teacher certification programs)

18 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
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<td>4</td>
</tr>
<tr>
<td>Select 12 credits of electives in courses numbered 300 or above in economics</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 18

1 excluding ECO 408

December and winter intersession graduates should apply by May 1.
May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Economics Honors Program

1. Admission Requirements
   a. Junior standing
   b. 6 credits in economics at the 300 level or above
   c. Minimum cumulative 3.25 GPA in the major
d. Selection and commitment of two Economics Department faculty members, one to serve as a primary thesis adviser, and a second to serve as a secondary thesis reader

e. Filing an Honors Program Statement of Intent Form with the department chair

2. Program Requirements

a. ECO 307 Intro to Econometrics, Forecasting & Time Series (3 cr.) or Mathematical Economics (3 credits)

b. Honors thesis that makes a substantive contribution to the economics literature; to be administered as a ECO 499 Independent Study (1-3 cr.) course with the primary thesis adviser.

3. Evaluation

a. Minimum cumulative 3.50 GPA in the major at graduation

b. Presentation of the honors thesis to a colloquium of faculty and students.

c. Both the primary thesis adviser and the secondary thesis reader evaluate the honors thesis. In consultation with the secondary reader, the primary thesis adviser confirms that the thesis is of high quality meriting graduation with honors. (a passing grade in ECO 499 is not necessarily sufficient).

1 Mathematical Economics occasionally offered as a topic under ECO 499.

English course share policy

English majors/writing minors

English majors who elect to take one of the writing minors must complete the requirements for both the major and the minor. Only three credits from the major may also be counted toward the minor.

English minors/writing minors

English minors who elect to take a writing minor must complete the requirements for both. Only nine credits from the English minor may also be counted toward the writing minor.

General education writing emphasis

This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor

Bradley Butterfield
Matt Cashion
Virginia Crank
Lalita Pandit Hogan
Haixia Lan

Associate Professor

Susan Crutchfield
Kimberly DeFazio
Natalie Eschenbaum
David Hart
Stephen Mann
Marie Moeller
William Stobb
Kelly Sultzbach
Darci Thoune
Rob Wilkie

Assistant Professor

William Barillas
### Majors
- English major: literature emphasis - BA (p. 115)
- English major: rhetoric and writing emphasis - BA (p. 118)
- English education major (early adolescence-adolescence certification) - BS (p. 121)

### Minors
- Creative writing minor (p. 123)
- English literature minor (p. 124)
- English education minor (p. 125)
- Linguistics minor (p. 126)
- Professional and technical writing minor (p. 127)

### Honors
- English honors program (p. 128)

### English Major: Literature Emphasis - Bachelor of Arts (BA)

The **English major with a literature emphasis** provides an excellent education in the discipline with a credit load that allows for great flexibility in selecting compatible minors or a double major, as well as in exploring various other fields of knowledge through elective coursework. With proper planning, the Bachelor of Arts degree with an English major can be earned in four years.

### Major requirements

(All colleges, excluding teacher certification programs)

39 credits

### Preparation

**Literary studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 301</td>
<td>Foundations for Literary Studies</td>
<td>4</td>
</tr>
<tr>
<td>ENG 311</td>
<td>Critical Theory</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

1 May be taken concurrently with one 300 level literature course; must complete ENG 301 Foundations for Literary Studies (4 cr.) before enrolling in a second 300 level literature course

### Foundational course work

#### Shakespeare

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 363</td>
<td>Shakespeare I</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 364</td>
<td>Shakespeare II</td>
<td></td>
</tr>
</tbody>
</table>

#### Writing

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 304</td>
<td>Writing in the Arts and Humanities</td>
<td>3</td>
</tr>
<tr>
<td>ENG 305</td>
<td>Creative Writing</td>
<td></td>
</tr>
<tr>
<td>ENG 313</td>
<td>Prose Style and Editing</td>
<td></td>
</tr>
<tr>
<td>ENG 314</td>
<td>Grant Writing</td>
<td></td>
</tr>
<tr>
<td>ENG 318</td>
<td>Journalism and New Media</td>
<td></td>
</tr>
<tr>
<td>ENG 320</td>
<td>Literary Journal Production and Publication</td>
<td></td>
</tr>
</tbody>
</table>

#### Language studies

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 327</td>
<td>Publishing in a Digital Age</td>
<td>3</td>
</tr>
<tr>
<td>ENG 330</td>
<td>History of the English Language</td>
<td></td>
</tr>
<tr>
<td>ENG 331</td>
<td>Introduction to Linguistics</td>
<td></td>
</tr>
<tr>
<td>ENG 332</td>
<td>Modern English Grammars</td>
<td></td>
</tr>
<tr>
<td>ENG 333</td>
<td>Introduction to Rhetoric and Writing Studies</td>
<td></td>
</tr>
<tr>
<td>ENG 334</td>
<td>Language Study for Teachers</td>
<td></td>
</tr>
<tr>
<td>ENG 337</td>
<td>The Rhetorics of Style</td>
<td></td>
</tr>
<tr>
<td>ENG 338</td>
<td>Linguistics and Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 439</td>
<td>Topics in Linguistics</td>
<td></td>
</tr>
</tbody>
</table>

#### American/British literary traditions before 1800

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 302</td>
<td>Intermediate Topics in Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 361</td>
<td>Old and Middle English Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 362</td>
<td>English Renaissance</td>
<td></td>
</tr>
<tr>
<td>ENG 366</td>
<td>Restoration and 18th Century British Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 370</td>
<td>Early American Literature</td>
<td></td>
</tr>
</tbody>
</table>

#### American/British literary traditions after 1800

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 302</td>
<td>Intermediate Topics in Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 367</td>
<td>19th Century British Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 368</td>
<td>British Literature After 1900</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 302</td>
<td>Intermediate Topics in Literature</td>
<td>3</td>
</tr>
</tbody>
</table>
### English Major: Literature Emphasis - Bachelor of Arts (BA)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 371</td>
<td>Nineteenth Century American Literature</td>
</tr>
<tr>
<td>ENG 372</td>
<td>American Literature After 1900</td>
</tr>
</tbody>
</table>

#### Multicultural/International Literatures
Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 302</td>
<td>Intermediate Topics in Literature</td>
</tr>
<tr>
<td>ENG 356</td>
<td>European Literature in Translation</td>
</tr>
<tr>
<td>ENG 357</td>
<td>World Literature</td>
</tr>
<tr>
<td>ENG 380</td>
<td>Literature of American Ethnic and Minority Cultures</td>
</tr>
<tr>
<td>ENG 381</td>
<td>American Indian Literature</td>
</tr>
<tr>
<td>ENG 382</td>
<td>Latino Literature in English</td>
</tr>
<tr>
<td>ENG 385</td>
<td>Women Authors</td>
</tr>
</tbody>
</table>

#### Genre
Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 302</td>
<td>Intermediate Topics in Literature</td>
</tr>
<tr>
<td>ENG 341</td>
<td>Pedagogical Approaches to Young Adult Literature</td>
</tr>
<tr>
<td>ENG 342</td>
<td>The Essay</td>
</tr>
<tr>
<td>ENG 343</td>
<td>Creative Nonfiction</td>
</tr>
<tr>
<td>ENG 344</td>
<td>The Novel</td>
</tr>
<tr>
<td>ENG 347</td>
<td>The Short Story</td>
</tr>
<tr>
<td>ENG 348</td>
<td>Studies in Film Literature</td>
</tr>
<tr>
<td>ENG 349</td>
<td>Drama</td>
</tr>
</tbody>
</table>

#### Total Credits

24

### Advanced course work

#### Specialized period/author/genre/topic courses
Select six credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 403</td>
<td>Individual Projects</td>
</tr>
<tr>
<td>ENG 415</td>
<td>Topics in Critical Theory</td>
</tr>
<tr>
<td>ENG 439</td>
<td>Topics in Linguistics</td>
</tr>
<tr>
<td>ENG 445</td>
<td>Literature and Environmental Action</td>
</tr>
<tr>
<td>ENG 446</td>
<td>Forms of Fiction</td>
</tr>
<tr>
<td>ENG 449</td>
<td>Forms of Poetry</td>
</tr>
<tr>
<td>ENG 462</td>
<td>Seminar in British Literature</td>
</tr>
<tr>
<td>ENG 463</td>
<td>Chaucer</td>
</tr>
<tr>
<td>ENG 464</td>
<td>Milton</td>
</tr>
<tr>
<td>ENG 466</td>
<td>British Romanticism (1770-1830)</td>
</tr>
<tr>
<td>ENG 467</td>
<td>Victorian Poets</td>
</tr>
<tr>
<td>ENG 469</td>
<td>Post-Colonial Anglophone Literatures</td>
</tr>
<tr>
<td>ENG 470</td>
<td>Seminar in American Literature</td>
</tr>
<tr>
<td>ENG 471</td>
<td>American Romanticism</td>
</tr>
<tr>
<td>ENG 472</td>
<td>American Realism</td>
</tr>
<tr>
<td>ENG 476</td>
<td>Fiction and Nonfiction of Richard Wright</td>
</tr>
<tr>
<td>ENG 477</td>
<td>African American Essay and Short Story</td>
</tr>
<tr>
<td>ENG 478</td>
<td>20th Century African American Novels</td>
</tr>
<tr>
<td>ENG 481</td>
<td>Seminar in Literature and Culture</td>
</tr>
<tr>
<td>ENG 482</td>
<td>Advanced Study of Women's Literature</td>
</tr>
<tr>
<td>ENG 494</td>
<td>Advanced Topics in Literature</td>
</tr>
<tr>
<td>ENG 495</td>
<td>Advanced Study of Major Authors</td>
</tr>
</tbody>
</table>

#### Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 484</td>
<td>Capstone: Literary Studies</td>
</tr>
</tbody>
</table>

#### Total Credits

8

1. When appropriately focused.

### Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 116)
- Baccalaureate degree requirements (p. 117)

### College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics-Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

### Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

#### A. Language track

1. **Native speakers of English** complete: Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHI 202</td>
<td>Intermediate Chinese II</td>
</tr>
<tr>
<td>FRE 202</td>
<td>Intermediate French II</td>
</tr>
<tr>
<td>GER 202</td>
<td>Intermediate German II</td>
</tr>
<tr>
<td>RUS 202</td>
<td>Intermediate Russian II</td>
</tr>
<tr>
<td>SPA 202</td>
<td>Intermediate Spanish II</td>
</tr>
<tr>
<td>MLG 202</td>
<td>World Languages: Intermediate II</td>
</tr>
<tr>
<td>MLG 204</td>
<td>Heritage Language: Intermediate</td>
</tr>
<tr>
<td>MLG 304</td>
<td>Heritage Language: Advanced</td>
</tr>
</tbody>
</table>
**Non-native speakers of English:** score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university's English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and

2. Two additional courses outside the student's major in two of the following: humanities, social sciences or fine arts.

**B. Humanities track**

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and

2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and

3. One additional course in social sciences or fine arts.

**C. Fine arts track**

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and

2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and

3. One additional course in social sciences or humanities.

**In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:**

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or

2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or

3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student's major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.

2. Complete at least one ethnic studies (diversity) course.

3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 56).)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

**Year 1**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

1
Gen Ed Math 4 102+ Level
Gen Ed Core Math
Gen Ed Global Multicultural
Gen Ed Self & Society 3 102, or ARC 200 (Gen Ed World Hist)
Gen Ed Arts 2 Gen Ed Hum-Lit

Gen Ed Math 4 102+ Level
Gen Ed Core Math
Gen Ed Global Multicultural
Gen Ed Self & Society 3 102, or ARC 200 (Gen Ed World Hist)
Gen Ed Arts 2 Gen Ed Hum-Lit

15 16

Year 2
Fall Credits Spring Credits
Gen Ed Arts 2 ENG 301 4
Gen Ed Natural Lab Science 4 American Lit. Tradition After 1800 3
Gen Ed Health & Well-Being 3 Minor Course 3
Gen Ed Elective 3 CLS Core Diversity Elective 3
Gen Ed Elective 3 Gen Ed Elective 2

Year 3
Fall Credits Spring Credits
ENG 311 3 Minor Course 3
Minor Course 3 Shakespeare 3
CLS Core Elective 3 Writing 3
American/British Lit. Traditions Before 1800 3 Language Studies 3
Minor Course 3 British Lit. Traditions After 1800 3

Total Credits: 120

1 CLS Core Humanities and Fine Arts Tracks require 102+ level language. CLS Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

English Major: Rhetoric and Writing Emphasis - Bachelor of Arts (BA)

The English major with a rhetoric and writing emphasis provides an excellent education in the discipline with a credit load that allows for great flexibility in selecting compatible minors or a double major, as well as in exploring various other fields of knowledge through elective coursework. With proper planning, the Bachelor of Arts degree with an English major can be earned in four years.

Major requirements
(All colleges, excluding teacher certification programs)

36 credits
Courses listed in more than one category may be counted only once.

Introductory coursework

ENG 311 Critical Theory 3
ENG 333 Introduction to Rhetoric and Writing Studies 3
Total Credits 6

Advanced coursework

Writing 3
Select one of the following:
ENG 303 Advanced Composition
ENG 304 Writing in the Arts and Humanities
ENG 305 Creative Writing
ENG 306 Writing in Education
ENG 307 Writing for Management, Public Relations and the Professions
ENG 308 Technical Writing
ENG 309 Writing in the Sciences
ENG 314 Grant Writing
ENG 320 Literary Journal Production and Publication
ENG 325 Reporting and Copy Editing
ENG 326 Feature and Specialized Writing
ENG 343 Creative Nonfiction

Prose style and editing
ENG 313 Prose Style and Editing 3

Shakespeare
ENG 363 Shakespeare I
or ENG 364 Shakespeare II 3

Language and grammar
Select one of the following:
ENG 330 History of the English Language
ENG 331 Introduction to Linguistics
ENG 332 Modern English Grammars

Literature
Select three credits from any 300/400 level course 3
Total Credits 15

Senior coursework

Senior seminar
ENG 497 Seminar in Rhetoric and Writing Studies 3
Capstone
ENG 413 Writing Portfolio 3
Total Credits 6

Electives
Select nine credits of the following: 9
ENG 299 Writing Tutor Practicum
ENG 302 Intermediate Topics in Literature
or CST 315 Communication Criticism
ENG 303 Advanced Composition
ENG 304 Writing in the Arts and Humanities
ENG 305 Creative Writing
ENG 306 Writing in Education
ENG 307 Writing for Management, Public Relations and the Professions
ENG 308 Technical Writing
ENG 309 Writing in the Sciences
ENG 314 Grant Writing
ENG 318 Journalism and New Media
ENG 320 Literary Journal Production and Publication
ENG 325 Reporting and Copy Editing
ENG 326 Feature and Specialized Writing
ENG 327 Publishing in a Digital Age
ENG 330 History of the English Language
ENG 331 Introduction to Linguistics
ENG 332 Modern English Grammars
ENG 334 Language Study for Teachers
ENG 335 Introduction to Professional Writing
ENG 337 The Rhetorics of Style
ENG 342 The Essay
ENG 343 Creative Nonfiction
ENG 403 Individual Projects
ENG 415 Topics in Critical Theory
ENG 416 Seminar in Advanced Fiction Writing
ENG 417 Seminar in Advanced Poetry Writing
ENG 433 Introduction to Teaching Writing
ENG 434 Chinese Discourse
ENG 439 Topics in Linguistics
ENG 446 Forms of Fiction
ENG 449 Forms of Poetry
ENG 450 English Internship

Total Credits 9

1 May choose one course from CST 315 or ENG 302 when appropriately focused.
2 May choose one course from ENG 304, ENG 305, ENG 306, ENG 307, ENG 308, ENG 309, ENG 325, ENG 326.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 119)
- Baccalaureate degree requirements (p. 120)

College of Liberal Studies (CLS/SAC)
Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English complete: Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced

   Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esli) for eligibility and regulations); and

2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad
experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student's major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student's major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:
1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. 1 At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA1 in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan
Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

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<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td>102+ Level</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Gen Ed/CLS Core Language</td>
<td>2</td>
<td>Gen Ed</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2</td>
<td>Global Studies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4</td>
<td>Gen Ed Arts</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

15 15
English Education Major (Early Adolescence-Adolescence Certification) - Bachelor of Science (BS)

The English education major provides an excellent education in the discipline. Students earning an English education major can be certified in English at the early adolescence-adolescence level through the Wisconsin Department of Public Instruction (DPI).

**Major requirements**

Admission requirements for STEP Program (p. 534)

(Teacher certification program: early adolescence-adolescence)

44 credits - Students are required to complete a 44 credit major core including ENG 405.

Courses listed in more than one category may be counted only once.

**Foundations**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 301</td>
<td>Foundations for Literary Studies</td>
<td>4</td>
</tr>
<tr>
<td>ENG 332</td>
<td>Modern English Grammars</td>
<td>3</td>
</tr>
<tr>
<td>ENG 333</td>
<td>Introduction to Rhetoric and Writing Studies</td>
<td>3</td>
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**Year 2**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring Credit</th>
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<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>ENG 311</td>
<td>3</td>
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<tr>
<td>CLS Core Elective</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
<td>ENG 313</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Advanced Writing</td>
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16 15

**Year 3**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring Credit</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>CLS Core Elective</td>
<td>3</td>
<td>Language and Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ENG 333</td>
<td>3</td>
<td>Literature</td>
<td>3</td>
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<tr>
<td>ENG Elective</td>
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<td>ENG Elective</td>
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</tr>
<tr>
<td>ENG 363 or 364</td>
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<td>CLS Core Diversity Elective</td>
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**Year 4**

<table>
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<tr>
<th>Fall</th>
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<th>Spring Credit</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>ENG 413</td>
<td>3</td>
</tr>
<tr>
<td>ENG 497</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>ENG Elective</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
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<tr>
<td>University Elective</td>
<td>3</td>
<td>Minor Course</td>
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<tr>
<td>University Elective</td>
<td>3</td>
<td>University Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

15 14

Total Credits: 120

1. CLS Core Humanities and Fine Arts Tracks require 102+ level language. CLS Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete requisite course work.

**Literature before 1800**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 363</td>
<td>Shakespeare I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 364</td>
<td>Shakespeare II</td>
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**Adolescent literature**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 341</td>
<td>Pedagogical Approaches to Young Adult Literature</td>
<td>3</td>
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</table>

**Language/linguistics**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 330</td>
<td>History of the English Language</td>
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</tr>
<tr>
<td>ENG 331</td>
<td>Introduction to Linguistics</td>
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</tr>
<tr>
<td>ENG 334</td>
<td>Language Study for Teachers</td>
<td></td>
</tr>
<tr>
<td>ENG 338</td>
<td>Linguistics and Literature</td>
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</tr>
<tr>
<td>ENG 439</td>
<td>Topics in Linguistics</td>
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</tr>
</tbody>
</table>

**Writing**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ENG 303</td>
<td>Advanced Composition</td>
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</tr>
<tr>
<td>ENG 304</td>
<td>Writing in the Arts and Humanities</td>
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</tr>
<tr>
<td>ENG 305</td>
<td>Creative Writing</td>
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</tr>
<tr>
<td>ENG 306</td>
<td>Writing in Education</td>
<td></td>
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<tr>
<td>ENG 307</td>
<td>Writing for Management, Public Relations and the Professions</td>
<td></td>
</tr>
<tr>
<td>ENG 308</td>
<td>Technical Writing</td>
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</tr>
<tr>
<td>ENG 309</td>
<td>Writing in the Sciences</td>
<td></td>
</tr>
<tr>
<td>ENG 314</td>
<td>Grant Writing</td>
<td></td>
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</tbody>
</table>

**Rhetoric & writing studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 433</td>
<td>Introduction to Teaching Writing</td>
<td>3</td>
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Select one of the following:

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<tbody>
<tr>
<td>ENG 313</td>
<td>Prose Style and Editing</td>
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<tr>
<td>ENG 318</td>
<td>Journalism and New Media</td>
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</tr>
<tr>
<td>ENG 320</td>
<td>Literary Journal Production and Publication</td>
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<tr>
<td>ENG 325</td>
<td>Reporting and Copy Editing</td>
<td></td>
</tr>
<tr>
<td>ENG 326</td>
<td>Feature and Specialized Writing</td>
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<tr>
<td>ENG 327</td>
<td>Publishing in a Digital Age</td>
<td></td>
</tr>
<tr>
<td>ENG 334</td>
<td>Language Study for Teachers</td>
<td></td>
</tr>
<tr>
<td>ENG 335</td>
<td>Introduction to Professional Writing</td>
<td></td>
</tr>
<tr>
<td>ENG 434</td>
<td>Chinese Discourse</td>
<td></td>
</tr>
<tr>
<td>ENG 439</td>
<td>Topics in Linguistics</td>
<td></td>
</tr>
<tr>
<td>ENG 497</td>
<td>Seminar in Rhetoric and Writing Studies</td>
<td></td>
</tr>
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</table>

**Total Credits: 120**
**World literature**

Select one of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 205</td>
<td>Western Literature I</td>
</tr>
<tr>
<td>ENG 206</td>
<td>Western Literature II</td>
</tr>
<tr>
<td>ENG 208</td>
<td>International Studies in Literature</td>
</tr>
<tr>
<td>ENG 302</td>
<td>Intermediate Topics in Literature</td>
</tr>
<tr>
<td>ENG 356</td>
<td>European Literature in Translation</td>
</tr>
<tr>
<td>ENG 357</td>
<td>World Literature</td>
</tr>
<tr>
<td>ENG 403</td>
<td>Individual Projects</td>
</tr>
<tr>
<td>ENG 469</td>
<td>Post-Colonial Anglophone Literatures</td>
</tr>
<tr>
<td>ENG 481</td>
<td>Seminar in Literature and Culture</td>
</tr>
<tr>
<td>ENG 482</td>
<td>Advanced Study of Women’s Literature</td>
</tr>
<tr>
<td>ENG 484</td>
<td>Advanced Topics in Literature</td>
</tr>
<tr>
<td>ENG 495</td>
<td>Advanced Study of Major Authors</td>
</tr>
</tbody>
</table>

**American & British literature: 19th-20th century**

Select one of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ENG 202</td>
<td>American Literature II</td>
</tr>
<tr>
<td>ENG 204</td>
<td>English Literature II</td>
</tr>
<tr>
<td>ENG 302</td>
<td>Intermediate Topics in Literature</td>
</tr>
<tr>
<td>ENG 367</td>
<td>19th Century British Literature</td>
</tr>
<tr>
<td>ENG 368</td>
<td>British Literature After 1900</td>
</tr>
<tr>
<td>ENG 371</td>
<td>Nineteenth Century American Literature</td>
</tr>
<tr>
<td>ENG 372</td>
<td>American Literature After 1900</td>
</tr>
<tr>
<td>ENG 380</td>
<td>Literature of American Ethnic and Minority Cultures</td>
</tr>
<tr>
<td>ENG 381</td>
<td>American Indian Literature</td>
</tr>
<tr>
<td>ENG 403</td>
<td>Individual Projects</td>
</tr>
<tr>
<td>ENG 462</td>
<td>Seminar in British Literature</td>
</tr>
<tr>
<td>ENG 466</td>
<td>British Romanticism (1770-1830)</td>
</tr>
<tr>
<td>ENG 467</td>
<td>Victorian Poets</td>
</tr>
<tr>
<td>ENG 470</td>
<td>Seminar in American Literature</td>
</tr>
<tr>
<td>ENG 471</td>
<td>American Romanticism</td>
</tr>
<tr>
<td>ENG 472</td>
<td>American Realism</td>
</tr>
<tr>
<td>ENG 476</td>
<td>Fiction and Nonfiction of Richard Wright</td>
</tr>
<tr>
<td>ENG 477</td>
<td>African American Essay and Short Story</td>
</tr>
<tr>
<td>ENG 478</td>
<td>20th Century African American Novels</td>
</tr>
<tr>
<td>ENG 481</td>
<td>Seminar in Literature and Culture</td>
</tr>
<tr>
<td>ENG 482</td>
<td>Advanced Study of Women’s Literature</td>
</tr>
<tr>
<td>ENG 484</td>
<td>Advanced Topics in Literature</td>
</tr>
<tr>
<td>ENG 495</td>
<td>Advanced Study of Major Authors</td>
</tr>
</tbody>
</table>

**Multicultural, minority, ethnic, and women’s literature**

Select one of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 207</td>
<td>Multicultural Literature of the United States</td>
</tr>
<tr>
<td>ENG 210</td>
<td>Literature of Black America</td>
</tr>
<tr>
<td>ENG 215</td>
<td>African American Authors</td>
</tr>
<tr>
<td>ENG 302</td>
<td>Intermediate Topics in Literature</td>
</tr>
<tr>
<td>ENG 380</td>
<td>Literature of American Ethnic and Minority Cultures</td>
</tr>
<tr>
<td>ENG 381</td>
<td>American Indian Literature</td>
</tr>
<tr>
<td>ENG 382</td>
<td>Latino Literature in English</td>
</tr>
<tr>
<td>ENG 385</td>
<td>Women Authors</td>
</tr>
<tr>
<td>ENG 462</td>
<td>Seminar in British Literature</td>
</tr>
<tr>
<td>ENG 470</td>
<td>Seminar in American Literature</td>
</tr>
<tr>
<td>ENG 476</td>
<td>Fiction and Nonfiction of Richard Wright</td>
</tr>
<tr>
<td>ENG 477</td>
<td>African American Essay and Short Story</td>
</tr>
<tr>
<td>ENG 478</td>
<td>20th Century African American Novels</td>
</tr>
<tr>
<td>ENG 481</td>
<td>Seminar in Literature and Culture</td>
</tr>
<tr>
<td>ENG 482</td>
<td>Advanced Study of Women’s Literature</td>
</tr>
<tr>
<td>ENG 484</td>
<td>Advanced Topics in Literature</td>
</tr>
<tr>
<td>ENG 495</td>
<td>Advanced Study of Major Authors</td>
</tr>
</tbody>
</table>

**Total Credits**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

1. This one 200 level course may be counted simultaneously toward the requirements for general education.
2. When appropriately focused.

**Degree requirements**

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 122)

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence.
December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td>EDS 203 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td>Gen Ed Hum Lit (ENG Ed Literature Course)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101 or 102 (Gen Ed World Hist)</td>
<td>3</td>
<td>CST 110 (Gen Ed Literacy Oral)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>EDS 206 (Gen Ed Minority Cultures)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Ed Health &amp; Well Being</td>
<td>3</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
</tr>
<tr>
<td>PSY 212</td>
<td>3</td>
<td>ENG 301</td>
<td>4</td>
</tr>
<tr>
<td>Gen Ed Natural Lab Science-Physical</td>
<td>4</td>
<td>ENG 332</td>
<td>3</td>
</tr>
<tr>
<td>English Ed Literature Course</td>
<td>3</td>
<td>EDS 309</td>
<td>2</td>
</tr>
<tr>
<td>ENG 333</td>
<td>3</td>
<td>Gen Ed Global Studies</td>
<td>3</td>
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</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDS 351</td>
<td>4</td>
<td>ENG Ed Writing Course</td>
<td>3</td>
</tr>
<tr>
<td>ENG Ed Literature Course</td>
<td>3</td>
<td>ENG Rhetoric &amp; Writing Elective Course</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Math/Lang/Logical Systems</td>
<td>3-4</td>
<td>ENG Ed Literature Course</td>
<td>3</td>
</tr>
<tr>
<td>ENG 341</td>
<td>3</td>
<td>EDS 319</td>
<td>2</td>
</tr>
<tr>
<td>ENG 433</td>
<td>3</td>
<td>PSY 370</td>
<td>3</td>
</tr>
<tr>
<td>Apply to the STEP Program</td>
<td>1</td>
<td>ENG 363 or 364</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 405</td>
<td>4</td>
<td>EDS 492</td>
<td>1</td>
</tr>
<tr>
<td>ENG Language/Linguistics Course</td>
<td>3</td>
<td>EDS 494</td>
<td>12</td>
</tr>
<tr>
<td>ENG Ed Literature Course</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>SPE 401</td>
<td>3</td>
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</tbody>
</table>

Total Credits: 122

At least 6 of the 44 credits needed for the major must be courses numbered 400 and above, excluding ENG 433.

1 Need a 2.75 GPA and passing basic skills test scores. See the STEP Admissions (http://www.uwlax.edu/Secondary-Teacher-Education-Preparation/Admission) website for details.

2 See the Office of Field Experience (http://www.uwlax.edu/SOE/For-teacher-candidates) for details about applying to student teaching.

Creative Writing Minor

Writing minor restriction (p. 114)

(All colleges. English education (Early Adolescence-Adolescence) majors may declare this minor, but it is not eligible for teacher certification.)

<table>
<thead>
<tr>
<th>18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 305 Creative Writing</td>
</tr>
<tr>
<td>Select three credits of the following:</td>
</tr>
<tr>
<td>ENG 301 Foundations for Literary Studies</td>
</tr>
<tr>
<td>ENG 313 Prose Style and Editing</td>
</tr>
<tr>
<td>ENG 320 Literary Journal Production and Publication</td>
</tr>
<tr>
<td>ENG 330 History of the English Language</td>
</tr>
<tr>
<td>ENG 332 Modern English Grammars</td>
</tr>
<tr>
<td>ENG 337 The Rhetorics of Style</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>ENG 338</td>
</tr>
<tr>
<td>ENG 343</td>
</tr>
<tr>
<td>ENG 433</td>
</tr>
<tr>
<td>ENG 439</td>
</tr>
</tbody>
</table>

Select six credits of the following: 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 299</td>
<td>Writing Tutor Practicum</td>
</tr>
<tr>
<td>ENG 302</td>
<td>Intermediate Topics in Literature</td>
</tr>
<tr>
<td>ENG 331</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>ENG 341</td>
<td>Pedagogical Approaches to Young Adult Literature</td>
</tr>
<tr>
<td>ENG 342</td>
<td>The Essay</td>
</tr>
<tr>
<td>ENG 344</td>
<td>The Novel</td>
</tr>
<tr>
<td>ENG 347</td>
<td>The Short Story</td>
</tr>
<tr>
<td>ENG 348</td>
<td>Studies in Film Literature</td>
</tr>
<tr>
<td>ENG 349</td>
<td>Drama</td>
</tr>
<tr>
<td>ENG 356</td>
<td>European Literature in Translation</td>
</tr>
<tr>
<td>ENG 357</td>
<td>World Literature</td>
</tr>
<tr>
<td>ENG 361</td>
<td>Old and Middle English Literature</td>
</tr>
<tr>
<td>ENG 362</td>
<td>English Renaissance</td>
</tr>
<tr>
<td>ENG 363</td>
<td>Shakespeare I</td>
</tr>
<tr>
<td>ENG 364</td>
<td>Shakespeare II</td>
</tr>
<tr>
<td>ENG 366</td>
<td>Restoration and 18th Century British Literature</td>
</tr>
<tr>
<td>ENG 367</td>
<td>19th Century British Literature</td>
</tr>
<tr>
<td>ENG 368</td>
<td>British Literature After 1900</td>
</tr>
<tr>
<td>ENG 370</td>
<td>Early American Literature</td>
</tr>
<tr>
<td>ENG 371</td>
<td>Nineteenth Century American Literature</td>
</tr>
<tr>
<td>ENG 372</td>
<td>American Literature After 1900</td>
</tr>
<tr>
<td>ENG 380</td>
<td>Literature of American Ethnic and Minority Cultures</td>
</tr>
<tr>
<td>ENG 381</td>
<td>American Indian Literature</td>
</tr>
<tr>
<td>ENG 382</td>
<td>Latino Literature in English</td>
</tr>
<tr>
<td>ENG 385</td>
<td>Women Authors</td>
</tr>
<tr>
<td>ENG 400</td>
<td>Workshop</td>
</tr>
<tr>
<td>ENG 403</td>
<td>Individual Projects</td>
</tr>
<tr>
<td>ENG 405</td>
<td>Teaching and Learning English in the Secondary School</td>
</tr>
<tr>
<td>ENG 413</td>
<td>Writing Portfolio</td>
</tr>
<tr>
<td>ENG 415</td>
<td>Topics in Critical Theory</td>
</tr>
<tr>
<td>ENG 416</td>
<td>Seminar in Advanced Fiction Writing</td>
</tr>
<tr>
<td>ENG 417</td>
<td>Seminar in Advanced Poetry Writing</td>
</tr>
<tr>
<td>ENG 434</td>
<td>Chinese Discourse</td>
</tr>
<tr>
<td>ENG 445</td>
<td>Literature and Environmental Action</td>
</tr>
<tr>
<td>ENG 446</td>
<td>Forms of Fiction</td>
</tr>
<tr>
<td>ENG 449</td>
<td>Forms of Poetry</td>
</tr>
<tr>
<td>ENG 450</td>
<td>English Internship</td>
</tr>
<tr>
<td>ENG 462</td>
<td>Seminar in British Literature</td>
</tr>
<tr>
<td>ENG 463</td>
<td>Chaucer</td>
</tr>
<tr>
<td>ENG 464</td>
<td>Milton</td>
</tr>
<tr>
<td>ENG 466</td>
<td>British Romanticism (1770-1830)</td>
</tr>
<tr>
<td>ENG 467</td>
<td>Victorian Poets</td>
</tr>
<tr>
<td>ENG 469</td>
<td>Post-Colonial Anglophone Literatures</td>
</tr>
<tr>
<td>ENG 470</td>
<td>Seminar in American Literature</td>
</tr>
<tr>
<td>ENG 471</td>
<td>American Romanticism</td>
</tr>
<tr>
<td>ENG 472</td>
<td>American Realism</td>
</tr>
<tr>
<td>ENG 476</td>
<td>Fiction and Nonfiction of Richard Wright</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 477</td>
<td>African American Essay and Short Story</td>
</tr>
<tr>
<td>ENG 478</td>
<td>20th Century African American Novels</td>
</tr>
<tr>
<td>ENG 481</td>
<td>Seminar in Literature and Culture</td>
</tr>
<tr>
<td>ENG 482</td>
<td>Advanced Study of Women's Literature</td>
</tr>
<tr>
<td>ENG 484</td>
<td>Capstone: Literary Studies</td>
</tr>
<tr>
<td>ENG 494</td>
<td>Advanced Topics in Literature</td>
</tr>
<tr>
<td>ENG 495</td>
<td>Advanced Study of Major Authors</td>
</tr>
<tr>
<td>ENG 497</td>
<td>Seminar in Rhetoric and Writing Studies</td>
</tr>
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</table>

Select three credits of the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 446</td>
<td>Forms of Fiction</td>
</tr>
<tr>
<td>ENG 449</td>
<td>Forms of Poetry</td>
</tr>
</tbody>
</table>

Select three credits of the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 416</td>
<td>Seminar in Advanced Fiction Writing</td>
</tr>
<tr>
<td>ENG 417</td>
<td>Seminar in Advanced Poetry Writing</td>
</tr>
</tbody>
</table>

Total Credits 18

Prior to enrolling in the remaining courses in the minor, students must meet with a creative writing advisor.

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**English Literature Minor**

Writing minor restriction (p. 114)

(All colleges, excluding teacher certification programs and English majors: literature emphasis. English education (Early Adolescence-Adolescence) majors may declare this minor, but it is not eligible for teacher certification.)

19 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENG 301</td>
<td>Foundations for Literary Studies</td>
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</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ENG 304</td>
<td>Writing in the Arts and Humanities</td>
</tr>
<tr>
<td>ENG 305</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>ENG 306</td>
<td>Writing in Education</td>
</tr>
<tr>
<td>ENG 307</td>
<td>Writing for Management, Public Relations and the Professions</td>
</tr>
<tr>
<td>ENG 308</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>ENG 309</td>
<td>Writing in the Sciences</td>
</tr>
<tr>
<td>ENG 313</td>
<td>Prose Style and Editing</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Literary Journal Production and Publication</td>
</tr>
<tr>
<td>ENG 325</td>
<td>Reporting and Copy Editing</td>
</tr>
<tr>
<td>ENG 326</td>
<td>Feature and Specialized Writing</td>
</tr>
<tr>
<td>ENG 327</td>
<td>Publishing in a Digital Age</td>
</tr>
<tr>
<td>ENG 333</td>
<td>Introduction to Rhetoric and Writing Studies</td>
</tr>
<tr>
<td>ENG 335</td>
<td>Introduction to Professional Writing</td>
</tr>
<tr>
<td>ENG 337</td>
<td>The Rhetorics of Style</td>
</tr>
<tr>
<td>ENG 338</td>
<td>Linguistics and Literature</td>
</tr>
<tr>
<td>ENG 343</td>
<td>Creative Nonfiction</td>
</tr>
<tr>
<td>ENG 403</td>
<td>Individual Projects</td>
</tr>
<tr>
<td>ENG 416</td>
<td>Seminar in Advanced Fiction Writing</td>
</tr>
<tr>
<td>ENG 417</td>
<td>Seminar in Advanced Poetry Writing</td>
</tr>
<tr>
<td>ENG 433</td>
<td>Introduction to Teaching Writing</td>
</tr>
<tr>
<td>ENG 434</td>
<td>Chinese Discourse</td>
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</table>

Select four of the following with at least one at the 400 level: 12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 302</td>
<td>Intermediate Topics in Literature</td>
</tr>
<tr>
<td>ENG 330</td>
<td>History of the English Language</td>
</tr>
</tbody>
</table>

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**English Education Minor**

Writing minor restriction (p. 114)

(Teacher certification programs: early adolescence-adolescence, early childhood-adolescence, or middle childhood-early adolescence)

22-23 credits

**Language/linguistics**

Select three credits of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 313</td>
<td>Prose Style and Editing</td>
</tr>
<tr>
<td>ENG 330</td>
<td>History of the English Language</td>
</tr>
<tr>
<td>ENG 331</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>ENG 332</td>
<td>Modern English Grammars</td>
</tr>
<tr>
<td>ENG 334</td>
<td>Language Study for Teachers</td>
</tr>
<tr>
<td>ENG 338</td>
<td>Linguistics and Literature</td>
</tr>
<tr>
<td>ENG 439</td>
<td>Topics in Linguistics</td>
</tr>
</tbody>
</table>

**Writing**

Select three credits of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 433</td>
<td>Introduction to Teaching Writing</td>
</tr>
</tbody>
</table>

**Literature**

Select three credits of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 363</td>
<td>Shakespeare I</td>
</tr>
<tr>
<td>ENG 364</td>
<td>Shakespeare II</td>
</tr>
<tr>
<td>ENG 370</td>
<td>Early American Literature</td>
</tr>
<tr>
<td>ENG 371</td>
<td>Nineteenth Century American Literature</td>
</tr>
<tr>
<td>ENG 372</td>
<td>American Literature After 1900</td>
</tr>
</tbody>
</table>

All students must take one of the following: the certification course (four credits) or an elective (three credits)

**Certification:** required for students seeking early adolescence-adolescence (EA-A) certification

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 405</td>
<td>Teaching and Learning English in the Secondary School</td>
</tr>
</tbody>
</table>

**Electives:** select three credits from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 302</td>
<td>Intermediate Topics in Literature</td>
</tr>
<tr>
<td>ENG 303</td>
<td>Advanced Composition</td>
</tr>
<tr>
<td>ENG 304</td>
<td>Writing in the Arts and Humanities</td>
</tr>
<tr>
<td>ENG 305</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>ENG 306</td>
<td>Writing in Education</td>
</tr>
<tr>
<td>ENG 307</td>
<td>Writing for Management, Public Relations and the Professions</td>
</tr>
<tr>
<td>ENG 308</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>ENG 309</td>
<td>Writing in the Sciences</td>
</tr>
</tbody>
</table>

---

1 When focused on rhetoric/writing.

2 When focused on literature.
### Linguistics Minor

(All colleges)

18-19 credits

**Foundations**  
6 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 331</td>
<td>Introduction to Linguistics or MLG 340: The Study of Language</td>
</tr>
<tr>
<td>ANT 196</td>
<td>Introduction to Linguistic Anthropology</td>
</tr>
</tbody>
</table>

**Language**  
3-4 credits

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHI 102</td>
<td>Elementary Chinese II</td>
</tr>
<tr>
<td>CHI 201</td>
<td>Intermediate Chinese I</td>
</tr>
<tr>
<td>CHI 202</td>
<td>Intermediate Chinese II</td>
</tr>
<tr>
<td>ESL 250</td>
<td>ESL Speaking</td>
</tr>
<tr>
<td>ESL 252</td>
<td>ESL Writing/Grammar</td>
</tr>
<tr>
<td>FRE 102</td>
<td>Elementary French II</td>
</tr>
<tr>
<td>FRE 201</td>
<td>Intermediate French I</td>
</tr>
<tr>
<td>FRE 202</td>
<td>Intermediate French II</td>
</tr>
<tr>
<td>GER 102</td>
<td>Elementary German II</td>
</tr>
<tr>
<td>GER 201</td>
<td>Intermediate German I</td>
</tr>
<tr>
<td>GER 202</td>
<td>Intermediate German II</td>
</tr>
<tr>
<td>MLG 102</td>
<td>World Languages: Elementary II</td>
</tr>
<tr>
<td>MLG 201</td>
<td>World Languages: Intermediate I</td>
</tr>
<tr>
<td>MLG 202</td>
<td>World Languages: Intermediate II</td>
</tr>
<tr>
<td>MLG 204</td>
<td>Heritage Language: Intermediate</td>
</tr>
<tr>
<td>RUS 102</td>
<td>Elementary Russian II</td>
</tr>
<tr>
<td>RUS 201</td>
<td>Intermediate Russian I</td>
</tr>
<tr>
<td>RUS 202</td>
<td>Intermediate Russian II</td>
</tr>
<tr>
<td>SPA 102</td>
<td>Elementary Spanish II</td>
</tr>
<tr>
<td>SPA 103</td>
<td>Elementary Spanish I and II</td>
</tr>
<tr>
<td>SPA 201</td>
<td>Intermediate Spanish I</td>
</tr>
<tr>
<td>SPA 202</td>
<td>Intermediate Spanish II</td>
</tr>
<tr>
<td>SPE 207</td>
<td>Teaching and Learning about Deafness and Communication I</td>
</tr>
<tr>
<td>SPE 214</td>
<td>Teaching and Learning about Deafness and Communication II</td>
</tr>
</tbody>
</table>

**Linguistic structure**  
3 credits

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 330</td>
<td>History of the English Language</td>
</tr>
</tbody>
</table>

Courses listed in more than one category may be counted only once.

Additional teacher education requirements are listed in the STEP program core (p. 534).
Additional requirements/restrictions:

- A maximum of six credits are allowed to overlap between general education requirements and the minor.
- Some departments limit the number of credits that their majors or minors may apply to the linguistics minor.
- Archaeology/Anthropology majors/minors may apply a maximum of three credits toward both an archaeology/anthropology major/minor and the linguistics minor.
- Communication Studies majors/minors may apply a maximum of three credits toward both a communication studies major/minor and the linguistics minor.
- English majors/minors may apply a maximum of three credits toward both an English major/minor and the linguistics minor.
- History majors/minors may apply a maximum of three credits toward both a history major/minor and the linguistics minor.
- Modern Languages majors/minors (excluding TESOL minors) may apply a maximum of three credits toward both a Modern Languages major/minor and the linguistics minor.
- Philosophy majors/minors may apply a maximum of three credits toward both a philosophy major/minor and the linguistics minor.
- Psychology majors/minors may apply a maximum of three credits toward both a psychology major/minor and the linguistics minor.
- Special education minors may apply a maximum of three credits toward both a special education minor and the linguistics minor.
- Teaching English to speakers of other languages (TESOL) minors may apply a maximum of six credits toward both a TESOL minor and the linguistics minor: three credits in ENG 331/MLG 340 plus three additional credits.

Professional and Technical Writing Minor

Writing minor restriction (p. 114)

(All colleges, except teacher certification programs. English education (Early Adolescence-Adolescence) majors may declare this minor, but it is not eligible for teacher certification.)

21 credits

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 335</td>
<td>Introduction to Professional Writing</td>
</tr>
</tbody>
</table>

Professional writing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 307</td>
<td>Writing for Management, Public Relations and the Professions</td>
</tr>
<tr>
<td>ENG 309</td>
<td>Writing in the Sciences</td>
</tr>
</tbody>
</table>

Technical writing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 308</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>ENG 314</td>
<td>Grant Writing</td>
</tr>
</tbody>
</table>

Publishing/editing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 313</td>
<td>Prose Style and Editing</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Literary Journal Production and Publication</td>
</tr>
<tr>
<td>ENG 325</td>
<td>Reporting and Copy Editing</td>
</tr>
<tr>
<td>ENG 326</td>
<td>Feature and Specialized Writing</td>
</tr>
<tr>
<td>ENG 327</td>
<td>Publishing in a Digital Age</td>
</tr>
<tr>
<td>ART 206</td>
<td>Digital Media: Graphic Design for Non-Majors</td>
</tr>
</tbody>
</table>

Electives

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 313</td>
<td>Prose Style and Editing</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Literary Journal Production and Publication</td>
</tr>
<tr>
<td>ENG 325</td>
<td>Reporting and Copy Editing</td>
</tr>
<tr>
<td>ENG 326</td>
<td>Feature and Specialized Writing</td>
</tr>
<tr>
<td>ENG 327</td>
<td>Publishing in a Digital Age</td>
</tr>
<tr>
<td>ART 206</td>
<td>Digital Media: Graphic Design for Non-Majors</td>
</tr>
</tbody>
</table>

Total Credits: 18-19

1. All courses in this category will also satisfy general education requirements except SPE 207 and SPE 214.

2. Students who are able to demonstrate proficiency in a second language may choose to take a second elective in lieu of the language requirement. Second language proficiency may be demonstrated by one of the following:
   - Advanced Placement (AP) foreign language score of 3 or higher;
   - Placement into a 201 level or higher modern language course at UWL;
   - For non-native speakers of English: A score of 70 or higher on the La Crosse Battery;
   - For heritage language speakers: Consultation with the administrator of the linguistics minor.

3. When appropriately focused.

Additional requirements/restrictions:

- Courses listed in more than one category may be counted only once.
- At least 12 credits must be in courses at or above the 300-level.
Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 305</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>ENG 307</td>
<td>Writing for Management, Public Relations and the</td>
</tr>
<tr>
<td></td>
<td>Professions</td>
</tr>
<tr>
<td>ENG 308</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>ENG 309</td>
<td>Writing in the Sciences</td>
</tr>
<tr>
<td>ENG 313</td>
<td>Prose Style and Editing</td>
</tr>
<tr>
<td>ENG 314</td>
<td>Grant Writing</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Literary Journal Production and Publication</td>
</tr>
<tr>
<td></td>
<td>(max three credits)</td>
</tr>
<tr>
<td>ENG 325</td>
<td>Reporting and Copy Editing</td>
</tr>
<tr>
<td>ENG 326</td>
<td>Feature and Specialized Writing</td>
</tr>
<tr>
<td>ENG 327</td>
<td>Publishing in a Digital Age</td>
</tr>
<tr>
<td>ENG 333</td>
<td>Introduction to Rhetoric and Writing Studies</td>
</tr>
<tr>
<td>ENG 497</td>
<td>Seminar in Rhetoric and Writing Studies (max</td>
</tr>
<tr>
<td></td>
<td>three credits, may not be counted or repeated</td>
</tr>
<tr>
<td></td>
<td>for dual credit)</td>
</tr>
<tr>
<td>ART 206</td>
<td>Digital Media: Graphic Design for Non-Majors</td>
</tr>
<tr>
<td>CST 360</td>
<td>Public Relations</td>
</tr>
<tr>
<td>CST 370</td>
<td>Broadcast Media Writing</td>
</tr>
<tr>
<td>ENG 452</td>
<td>Professional Writing Practicum</td>
</tr>
</tbody>
</table>

**Practicum**

Total Credits: 21

Courses listed in more than one category may be counted only once.

**English Honors Program**

**Program**

1. **Admission**
   a. Junior standing
   b. 12 credits in the major, including one English course numbered 340 or above.
   c. 3.25 cumulative grade point average in the major
   d. Recommendation of two faculty members in the major
   e. Submit application form
      i academic transcript
      ii reasons for wishing to participate
      iii signatures of recommending faculty members

2. **Program**
   a. Completion of the regular major program
   b. ENG 403 Individual Projects: 2-3 credits. Registration with consent of regular adviser, instructor, department chair and the dean of the college in which the student is enrolled. Prerequisite: at least 30 credits and excellent grades in English courses
      i Until a greater number of students require more than one section offered more than once a year, ENG 403 will be offered each fall and will be staffed alternately by faculty whose fields of expertise are in American and English literature, with occasional staffing by those who teach world literature
      ii One consulting reader for the paper or project developed in ENG 403 may at times be necessary if the topic is narrowly confined to an esoteric field.
   c. Reading lists: three lists covering major works in major periods and all appropriate genres in English, American, and world literature each to be compiled by the appropriate literature committee. These are to be the basis for the terminal examination.
   d. Terminal examinations
      i These will be compiled yearly by the instructor responsible for ENG 403
      ii Consultation with experts in given fields may be requested when necessary.

3. **Evaluation**
   a. Cumulative 3.50 grade point average at graduation in the major
   b. Distinguished performance on a paper or project developed in ENG 403
   c. Presentation of the paper or project to a colloquium of faculty and students in the major
   d. Superior performance on a terminal examination in analytic skills and knowledge of a chosen period or of a genre across two periods.

**English as a Second Language Program (ESL)**

**College of Liberal Studies**
**Institute Director: Michelle Tyvoll**
**1209 Centennial Hall; 608.785.8315**
**Email: mtyvoll@uwlax.edu**

**www.uwlax.edu/english-as-a-second-language**

**English as a Second Language Institute**

The English as a Second Language Institute offers a flexible program for non-native speakers of English. Classes are designed primarily for international students who need to improve or strengthen their English for studying at the university. The classes are also appropriate for persons who have a serious interest in studying English as a second language for personal or business reasons.

Classes are offered at six levels of English proficiency. A student’s level is determined by a proficiency test (the La Crosse Battery), which is given before classes begin.

**Admission and placement into ESL classes (p. 128)**
**Retention in program (p. 129)**

**English as a second language admission/placement policy**

All international students who have official TOEFL scores below 550 and all international students who have not taken the official TOEFL exam will be tested by the ESL Institute via the La Crosse Battery of exams during registration week prior to formal registration in classes. Students who submit TOEFL scores of 550 or above will not be tested by the ESL Institute, will be exempt from the ESL classes, and will be granted full admission status. (Graduate program directors may require graduate students with 550 or above to take the placement exam.)

Students who score 80 or above on the La Crosse Battery will be granted exemption from ESL classes and will receive full admission status. Students who receive a score of 79 or below on the La Crosse
Battery will be given limited university status and will be placed in the appropriate ESL class levels.

Students who score a 79 or below on the La Crosse Battery placement exam are allowed to submit an official TOEFL score of 550 PBT (paper-based TOEFL), equivalent on CBT (computer-based TOEFL) or iBT (Internet-based TOEFL), or other UWL recognized standardized exam for unrestricted admission to the university. Students who achieve a 550 TOEFL (or equivalent) while enrolled in ESL courses will be required to wait until the beginning of the next term before being released from the ESL program.

1 Comparable score is 73 on the Internet-based TOEFL exam for undergraduate students. Graduate students are required to have a 79 on the Internet-based exam. In lieu of a TOEFL score, a band score of 6, with no subscore less than 5.5, is acceptable on the International English Language Testing System (IELTS) exam.

**La Crosse Battery**

The La Crosse Battery consists of four tests: Test of Aural Comprehension, Michigan Test of English Language Proficiency (grammar, vocabulary, reading comprehension), the La Crosse Composition Test, and an oral interview. The La Crosse Battery takes approximately three hours to complete. These tests, which demonstrate a student’s proficiency in each language skill, will determine the placement level per skill.

Students will be placed in levels that are appropriate with their placement score (see below). Students will progress through the program until they have earned a 79 on the La Crosse Battery. Students will be required to complete courses at the 250 level before being released from the ESL program and being granted unrestricted access to degree programs at UW-La Crosse. Once students reach the 200 level ESL courses, they will be allowed to take ESL courses and 1-4 credits of UWL courses outside of ESL. Once students reach the 250 level ESL courses, they will be allowed to take ESL courses and 1-6 credits of UWL courses outside of ESL.

1 If students do not earn at least a "C" in their ESL courses at the 250 level, they will be required to retake the ESL courses during the next term. Students who fail courses at the 200 level and/or earn below a "C" at the 250 level, will only be allowed to take university courses outside of ESL based on the decision of the director of the ESL program.

**Total average score - placement into ESL classes**

<table>
<thead>
<tr>
<th>Total average score on La Crosse Battery</th>
<th>Classes/ESL levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>49 or below – limited university admission</td>
<td>050 sections of 100 level courses</td>
</tr>
<tr>
<td>50 - 59 – limited university admission</td>
<td>16 credits of ESL required (full-time ESL)</td>
</tr>
<tr>
<td>60 - 66 – limited university admission</td>
<td>100 level courses</td>
</tr>
<tr>
<td>67 - 73 – limited university admission</td>
<td>16 credits of ESL required (full-time ESL)</td>
</tr>
</tbody>
</table>

**ESL Institute retention and probation standards**

Applies to ESL courses numbered 100-203.

The academic status of an ESL-only student enrolled in pass/fail ESL courses is determined by successful completion of courses with a grade of pass (P). Performance at 80% is required for a grade of pass in ESL transcript credit only courses (ESL 100-203).

<table>
<thead>
<tr>
<th>Semesters in institute</th>
<th>Courses</th>
<th>Academic standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st semester (Probation I)</td>
<td>1-3 courses failed</td>
<td>Probation I</td>
</tr>
<tr>
<td>2nd semester (Probation I)</td>
<td>1-3 courses failed</td>
<td>Ineligible to continue ^1</td>
</tr>
<tr>
<td>3rd semester (Probation II)</td>
<td>1-3 courses failed</td>
<td>Ineligible to continue ^1</td>
</tr>
<tr>
<td>4th semester (Probation II)</td>
<td>1-3 courses failed</td>
<td>Ineligible to continue</td>
</tr>
<tr>
<td>Any Semester</td>
<td>F grades in all coursework</td>
<td>Ineligible to continue</td>
</tr>
</tbody>
</table>

^1 A student can choose to appeal an ineligible status to an ESL appeals committee (representation from the College of Liberal Studies Dean’s Office, the ESL Institute and the Office of International Education). If the appeal is accepted and the student is reinstated, the student will be placed on Probation II. If the appeal is denied, the student may choose to appeal to the Committee on Academic Policies and Standards (CAPS). If CAPS denies the student’s appeal, the student is no longer eligible to continue in the Institute. If reinstated by the CAPS committee, the student will be placed on Probation II. If a student has been declared ineligible three times, the student may not appeal for reinstatement to the Institute.

Students who are enrolled only in ESL Institute courses are declared ineligible to continue at the university as well. Students who are enrolled in both ESL courses and university-level courses follow ESL retention standards for ESL courses and university retention standards for university-level courses.

**Intersession periods**

Students who have not met the university’s English language requirement will not be allowed to enroll in courses during the intersession periods (winter intersession and summer term sessions). Appeals to this policy will be handled on an individual basis.
2016-17 Faculty/Staff
The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Program Director
Michelle Tyvoll

Senior Lecturer
Kathleen Dailey

Lecturer
Bethany Pogreba
Scott Reber

Associate Lecturer
Carrie Melin
Elizabeth White

Environmental Studies Program (ENV)

Minor
- Environmental studies minor (p. 130)

Environmental Studies Minor

Minor requirements

(All colleges)

24 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 201</td>
<td>Introduction to Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENV 301</td>
<td>Environmental Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>ENV 303</td>
<td>Issues in Environmental Studies (can be repeated for a total of six credits)</td>
<td>3</td>
</tr>
<tr>
<td>ENV 496</td>
<td>Integrative Seminar in Environmental Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Select a minimum of three credits from each of the following three areas:

- Natural sciences (see below)
- Social sciences (see below)
- Arts and Humanities (see below)

Electives (may choose additional courses from any of the categories below as well as ENV 450 or ENV 499):

24 Credits

Natural sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 307</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 341</td>
<td>Limnology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 441</td>
<td>Environmental Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 464</td>
<td>Stream and Watershed Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 473</td>
<td>Marine Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 476</td>
<td>Ecosystem Ecology</td>
<td>3</td>
</tr>
<tr>
<td>CHM 412</td>
<td>Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>ESC 101</td>
<td>Earth Environments</td>
<td>4</td>
</tr>
<tr>
<td>ESC 211</td>
<td>Global Warming and Climate Change</td>
<td>3</td>
</tr>
<tr>
<td>GEO 200</td>
<td>Conservation of Global Environments</td>
<td>3</td>
</tr>
<tr>
<td>GEO 425</td>
<td>Biogeography</td>
<td>3</td>
</tr>
<tr>
<td>GEO 427</td>
<td>Water Resources</td>
<td>3</td>
</tr>
<tr>
<td>GEO 460</td>
<td>Environmental Hazards and Land Use</td>
<td>3</td>
</tr>
<tr>
<td>MIC 350</td>
<td>Bacterial Diversity</td>
<td>3</td>
</tr>
<tr>
<td>MIC 434</td>
<td>Aquatic Microbial Ecology</td>
<td>3</td>
</tr>
</tbody>
</table>

Social sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 404</td>
<td>Environmental Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>CI 381</td>
<td>Environmental Education Methods</td>
<td>1</td>
</tr>
<tr>
<td>ECO 346</td>
<td>Environmental and Ecological Economics</td>
<td>3</td>
</tr>
<tr>
<td>ESC 321</td>
<td>Sustainable Development and Conservation</td>
<td>3</td>
</tr>
<tr>
<td>PH 335</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>PSY 302</td>
<td>Environmental Issues: Applied Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PUB 338</td>
<td>Environmental Policy</td>
<td>3</td>
</tr>
<tr>
<td>REC 306</td>
<td>Environmental Ethics, Outdoor Recreation and Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>REC 345</td>
<td>Ecotourism</td>
<td>3</td>
</tr>
<tr>
<td>SOC 311</td>
<td>Rural and Urban Communities</td>
<td>3</td>
</tr>
<tr>
<td>SOC 328</td>
<td>Environmental Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC/ERS 363</td>
<td>American Indians and the Environment</td>
<td>3</td>
</tr>
</tbody>
</table>
Racial Studies and six elective credits from either the ERS Department or other participating departments.

### 2016-17 Faculty/Staff

**Professor**  
Timothy Gongaware  

**Associate Professor**  
Sarah Shillinger  

**Assistant Professor**  
Richard Breaux  

**Senior Lecturer**  
Audry Mouser Elegbede  

**Associate Lecturer**  
Nicholas Villanueva

---

### Ethnic and Racial Studies Minor

Minor requirements  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 100</td>
<td>Introduction to Ethnic and Racial Studies</td>
<td>3</td>
</tr>
<tr>
<td>ERS 220</td>
<td>Introduction to Ethnic and Racial Stereotypes in the Media</td>
<td>3</td>
</tr>
<tr>
<td>ERS 351</td>
<td>Ethnic and Racial Relations</td>
<td>3</td>
</tr>
<tr>
<td>ERS 490</td>
<td>Ethnic and Racial Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select six credits of the following:</td>
<td>6</td>
</tr>
<tr>
<td>ANT 343</td>
<td>North American Indians</td>
<td></td>
</tr>
<tr>
<td>ANT/ERS 362</td>
<td>Hmong Americans</td>
<td></td>
</tr>
<tr>
<td>CHE 453</td>
<td>Cultural Issues in Health Education: Ethnic, Racial, Religious, and Familial Groups</td>
<td></td>
</tr>
<tr>
<td>CST 332</td>
<td>Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td>CST 337</td>
<td>Communication and Race</td>
<td></td>
</tr>
<tr>
<td>ENG/ERS 207</td>
<td>Multicultural Literature of the United States</td>
<td></td>
</tr>
<tr>
<td>ENG/ERS 210</td>
<td>Literature of Black America</td>
<td></td>
</tr>
<tr>
<td>ENG/ERS 215</td>
<td>African American Authors</td>
<td></td>
</tr>
<tr>
<td>ENG 380</td>
<td>Literature of American Ethnic and Minority Cultures</td>
<td></td>
</tr>
<tr>
<td>ENG 381</td>
<td>American Indian Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 382</td>
<td>Latino Literature in English</td>
<td></td>
</tr>
<tr>
<td>ENG 477</td>
<td>African American Essay and Short Story</td>
<td></td>
</tr>
<tr>
<td>ENG 478</td>
<td>20th Century African American Novels</td>
<td></td>
</tr>
<tr>
<td>ERS 253</td>
<td>Introduction to Wisconsin Indians</td>
<td></td>
</tr>
</tbody>
</table>

---

### Arts and Humanities

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 215</td>
<td>Influence, Advocacy and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>ENG 445</td>
<td>Literature and Environmental Action</td>
<td>3</td>
</tr>
<tr>
<td>HIS 317</td>
<td>American Environmental History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 321</td>
<td>Wisconsin History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 379</td>
<td>African Environmental History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 391</td>
<td>History of Environmental Policy in the United States</td>
<td>3</td>
</tr>
<tr>
<td>PHL 341</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHL 425</td>
<td>Wilderness Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

Some departments, because they offer several of their own courses for the environmental studies minor, limit the number of credits that their majors may apply to the environmental studies minor.

- **Biology majors** may apply a maximum of six BIO credits at the 300/400 level to this minor.
- **Geography majors** may apply a maximum of six GEO credits to this minor.
- **Health Education and Health Promotion majors** may not apply PH 335 to this minor.
- **Sociology majors** may apply a maximum of three SOC credits to this minor.

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### Ethnic and Racial Studies Department (ERS)

The Department of Ethnic and Racial Studies (ERS) is designed to provide students with exposure to the primary American ethnic and racial groups. Courses offered in the program relate to African Americans, Asian Americans, Latinos/as, Arabs, Muslims, and American Indians. Courses in the ERS Department examine the history and experiences of these minorities in the United States. The primary objective of the Department of Ethnic and Racial Studies is to develop and foster knowledge and appreciation of the multiracial and multicultural reality of the American society.

The ethnic and racial studies minor complements the academic majors and career aspirations of students in a wide range of disciplines including communication studies; psychology; sociology; criminal justice; women, gender and sexuality studies; political science; public administration; history; health education; health promotion; health professions; economics; management; marketing; exercise and sport science; recreation management; therapeutic recreation; geography and earth science; biology; microbiology; and chemistry.

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### Program Features

The ethnic and racial studies minor is open to students in all schools and colleges within the university. The minor utilizes an interdisciplinary approach, integrating various concepts to provide a comprehensive perspective on the historic treatment and the contemporary experience of racial and ethnic minorities in the United States. Those students seeking a minor in ethnic and racial studies must complete a minimum of eighteen credits; twelve required from the Department of Ethnic and
**Gerontology Program (GTL)**

**College of Liberal Studies**


335 Graff Main Hall;
608.785.8440

**Program Statement**

The gerontology emphasis is a multi-disciplinary program designed to assist students planning to enter career-related areas directly involving older persons. The study of gerontology will also help students prepare for their own aging as well as to develop a better understanding of and to seek enrichment for the lives of aging parents and our aging populations.

**Gerontology Emphasis applicable to college core**

If a student declares gerontology as an emphasis, it will appear on the student’s transcript and advisement report. As an emphasis, gerontology coursework counts toward a student’s 120 credits and can overlay with required courses in the major and the minor. In order for gerontology to apply on a college core in place of a minor, the student must complete at least 18 credits outside of his/her major. For College of Liberal Studies students, 12 of the credits must be at the 300/400 level; for BS students from the College of Science and Health, 18 credits at 300/400 level credits; for BA students from the College of Science and Health, 15 credits at 300/400 level.

**Gerontology Steering Committee**

The Gerontology Steering Committee recommends standards for recognition of undergraduate student work in gerontology including the gerontology emphasis. The committee differentiates between coursework that is part of the gerontology core and coursework that is supportive of an emphasis in gerontology. The Steering Committee also approves fieldwork, experimental courses, and independent study as part of student work that meets the requirements of the gerontology emphasis. Contact the coordinators for the form that is used to request that the Gerontology Steering Committee approve coursework that is not already described in the following sections about gerontology core or supportive courses.

**2016-17 Faculty/Staff**

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

**Program Coordinators**

Coordinators: Ellen Rozek, PhD and Erica Srinivasan, PhD (Psychology)

E-mail: erozek@uwlax.edu or esrinivasan@uwlax.edu

**Advisors**

Sherry Fontaine, Management

Mark Gibson, Exercise and Sport Science

Andrea Hansen, Women’s, Gender, and Sexuality Studies

Bob Jecklin, Health Education and Health Professions

Dawn Norris, Sociology

Vivek Pande, Business

Nancy Richeson, Therapeutic Recreation

Ellen Rozek, Psychology

Erica Srinivasan, Psychology

**Emphasis**

**Gerontology emphasis**

(All colleges)

15 credits with at least six credits from the core and the remaining credits from the core, supportive courses, or other gerontology-related coursework approved by the Gerontology Steering Committee.

**Gerontology core**

Select six credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 300</td>
<td>Topics and Symposium in Minority Studies</td>
</tr>
<tr>
<td>ERS 309</td>
<td>Music of Black America</td>
</tr>
<tr>
<td>ERS 314</td>
<td>Race, Ethnicity, and Sport</td>
</tr>
<tr>
<td>ERS 325</td>
<td>Exploring White Privilege</td>
</tr>
<tr>
<td>ERS 330</td>
<td>Food and Race in the United States</td>
</tr>
<tr>
<td>ERS 365</td>
<td>Muslims in the United States</td>
</tr>
<tr>
<td>ERS 369</td>
<td>Multiracial and Multicultural Identities</td>
</tr>
<tr>
<td>ERS 400</td>
<td>Individual Study in Ethnic and Racial Studies</td>
</tr>
<tr>
<td>ERS 410</td>
<td>Contemporary Issues in Minority Cultures</td>
</tr>
<tr>
<td>HIS 306</td>
<td>Ethnic America</td>
</tr>
<tr>
<td>HIS 310</td>
<td>Native American History</td>
</tr>
<tr>
<td>HIS 336</td>
<td>Hispanics in the United States</td>
</tr>
<tr>
<td>HIS/WGS 370</td>
<td>The History of Black Women's Activism</td>
</tr>
<tr>
<td>HIS/ERS 409</td>
<td>20th Century Civil Rights Movement</td>
</tr>
<tr>
<td>HIS/ERS 411</td>
<td>20th Century African American Urban History</td>
</tr>
<tr>
<td>PHL/ERS 321</td>
<td>American Indian Thought</td>
</tr>
<tr>
<td>PHL 335</td>
<td>Multicultural Philosophy in the United States</td>
</tr>
<tr>
<td>POL 309</td>
<td>Identity Politics</td>
</tr>
<tr>
<td>PSY 282</td>
<td>Cross-Cultural Psychology</td>
</tr>
<tr>
<td>PSY 285</td>
<td>Culture and Mental Health</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Cross Cultural Human Development</td>
</tr>
<tr>
<td>PSY/ERS 415</td>
<td>Multicultural Counseling</td>
</tr>
<tr>
<td>PSY/ERS 442</td>
<td>Racism and Oppression</td>
</tr>
<tr>
<td>PSY/ERS 443</td>
<td>Prejudice and Stigma</td>
</tr>
<tr>
<td>SOC 225</td>
<td>Racial and Ethnic Minorities</td>
</tr>
<tr>
<td>SOC/ERS 343</td>
<td>American Indian Contemporary Issues</td>
</tr>
<tr>
<td>SOC/ERS 363</td>
<td>American Indians and the Environment</td>
</tr>
<tr>
<td>THA 130</td>
<td>Multicultural U.S. Plays: Acting the Text</td>
</tr>
<tr>
<td>WGS 130</td>
<td>Women's Diversity: Race, Class, and Culture</td>
</tr>
</tbody>
</table>

**Total Credits** 18

All ERS or ERS cross-listed courses can be used as electives in the minor. At least nine credits must be at the 300/400 level. Students may not apply courses used on their major to the ERS minor.
These courses focus on older adults and are approved by the Steering Committee for the gerontology emphasis. The Steering Committee will consider experimental courses, workshops, independent study, and for-credit field experience as part of the gerontology core when the course faculty affirm that the course focuses on the lives of older adults.

Supportive courses

Select at least nine credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 336</td>
<td>Family Communication</td>
</tr>
<tr>
<td>CST 354</td>
<td>Health Communication</td>
</tr>
<tr>
<td>ECO 350</td>
<td>Health Economics</td>
</tr>
<tr>
<td>ESS 443</td>
<td>Fitness Across the Lifespan</td>
</tr>
<tr>
<td>GEO 300</td>
<td>Population Geography</td>
</tr>
<tr>
<td>HED 320</td>
<td>The U.S. Health Care System</td>
</tr>
<tr>
<td>HED 473</td>
<td>Health Aspects of Aging (if not used in the core)</td>
</tr>
<tr>
<td>HED 485</td>
<td>Confrontations of Death</td>
</tr>
<tr>
<td>PHL 339</td>
<td>Medical Ethics</td>
</tr>
<tr>
<td>PSY 358</td>
<td>Adulthood (if not used in the core)</td>
</tr>
<tr>
<td>PSY 359</td>
<td>Aging and the Elderly</td>
</tr>
<tr>
<td>PSY/SOC 422</td>
<td>Death, Grief, and Bereavement</td>
</tr>
<tr>
<td>PSY 434</td>
<td>Clinical Neuropsychology</td>
</tr>
<tr>
<td>PUB 334</td>
<td>Health Policy</td>
</tr>
<tr>
<td>PUB 344</td>
<td>Health Administration</td>
</tr>
<tr>
<td>RTH 326</td>
<td>Therapeutic Recreation Populations I</td>
</tr>
<tr>
<td>RTH 345</td>
<td>Recreational Therapy for Older Adults</td>
</tr>
<tr>
<td>RTH 480</td>
<td>Leisure Education</td>
</tr>
<tr>
<td>SOC 303</td>
<td>Generations and Age in the Social World</td>
</tr>
<tr>
<td>SOC 320</td>
<td>Demography</td>
</tr>
<tr>
<td>SOC 325</td>
<td>Sociology of Mental Illness</td>
</tr>
<tr>
<td>SOC 338</td>
<td>Sociological Aspects of Work and Life</td>
</tr>
<tr>
<td>SOC 399</td>
<td>Special Topics in Sociology (only topic Sociology in Aging and the Life Course will apply)</td>
</tr>
<tr>
<td>SOC 420</td>
<td>Health Care and Illness</td>
</tr>
</tbody>
</table>

Total Credits: 9

Supportive courses do not exclusively focus on older adults, but these courses support an improved understanding of older adults. The Steering Committee will consider experimental courses, workshops, independent study, and for-credit field experience as supportive courses in a gerontology emphasis when the course faculty describes how the course indirectly supports learning about the lives of older adults.

History Department (HIS)

College of Liberal Studies
Interim Department Chair: John Grider
401A Wimberly Hall, 608.785.8361
Email: jgrider@uwla.edu

www.uwlax.edu/history

Our mission

The mission of the UW-La Crosse Department of History is to provide leadership in history education and scholarship. We provide our students with a solid foundation in the critical thinking and analytical skills necessary for interpreting documents and historical research. We develop historical understanding and global perspective through courses in the university's general education program and a balanced world history curriculum, strengthened by faculty specialties in a wide range of time periods, cultures, geographical areas, and thematic approaches. Our public history program develops analytical and interpretive skills through a curriculum focusing on material culture studies, oral history, cultural resource management, and community studies. Our programs prepare students for opportunities in fields such as teacher education, editing, archives and museum studies, as well as for careers in law and government. Finally, we serve the community by sharing our expertise when issues of historical importance engage the public's interest.

Courses numbered HIS 100-299 are primarily for first years and sophomores. Courses numbered HIS 300-499 are open to sophomores, juniors, seniors, and to those first years who have appropriate general education background.

Advanced placement

Advanced placement exams to earn credit are available in American history or European history as developed and administered by the Educational Testing Services (ETS), Princeton, New Jersey. Information is available from the department chair.

A degree in history: B.A. or B.S.?

Along with choosing a major program in history, you will need to choose the degree -- that is, whether that major is a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree. We can broadly describes the differences between the two; specific and up-to-date requirements are on the major and degree requirements tabs above.

With the B.A., you spend up to two years learning a modern language; with the B.S., you conduct additional coursework in the sciences. This is an important decision with long-term implications. Think about the following:

- Will you have the language skills to succeed in the workplace?
- Do you see yourself living in a major metropolitan area where business and public affairs are regularly conducted in languages other than English?
- Are you thinking about graduate studies in history? Most Ph.D. programs require the ability to read in at least one language other than English.
- Are you considering international journalism or business?
- Do you already have, or plan to take, additional courses in the sciences that might not count towards a B.A.?
- Are your interests in history linked to scientific, medical, or technological issues?
- Will you work in the public sector, in education or health?

For many outcomes, it is likely that you will need to work in a language other than English to succeed. UWL offers training in Chinese, French, German, Spanish, Russian and other modern languages. Explore the options! If you have already completed language training in High School, you may already be ahead of the game. See the Department of Modern Languages for additional information on this topic. For the B.A., you will need to complete the equivalent of two years of training in a
modern language. For the B.S., you will need to complete one additional course related to the sciences, and also a research-emphasis course or sequence of courses in the major. For history, this is HIS 490.

Regardless of whether you complete the B.A. or B.S. degree, you will still need to decide on your major.

2016-17 Faculty/Staff
The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

**Professor**
Deborah Buffton
Mark Chavalas
Victor Macias-Gonzalez

**Associate Professor**
Ariel Beaujot
John Grider
Jess Hollenback
James Longhurst
Heidi Morrison
Shelley Sinclair
Jennifer Trost
Julie Weiskopf

**Assistant Professor**
Gerald Iguchi
Marti Lybeck
Gita Pai
Kenneth Shonk
Patricia Stovey
Tiffany Trimmer

**Administrative Support**
Rebecca Viner

**Majors**
- History major with regional emphasis - BA (p. 134)
- History major with regional emphasis - BS (p. 138)
- History major with topical emphasis - BA (p. 141)
- History major with topical emphasis - BS (p. 145)
- History major with world history emphasis - BA (p. 149)
- History major with world history emphasis - BS (p. 152)
- History education major (early adolescence-adolescence certification) - BS (p. 156)
- Social studies education (broad field) major (early adolescence-adolescence certification) - BS (p. 159)

**Minors**
- History minor with regional emphasis (p. 160)
- History minor with topical emphasis (p. 161)
- History minor with world history emphasis (p. 162)
- History education minor (p. 163)

**History Major with Regional Emphasis - Bachelor of Arts (BA)**
The regional emphasis history major allows students to specialize in one region or time period from history, while still accumulating a broad foundation in the survey-level and professionalizing courses that make up the core history experience. In this regional emphasis, students can take 12 credits in a single focus area: European, Asian, U.S., Latin American, Ancient and Medieval World, or African and African Diaspora.

**Courses for each region**
All faculty in the department teach courses that satisfy the requirements in the regional emphasis. Consult the major requirements tab for this major to see which courses count for which region.

**Major requirements**
(All colleges, excluding teacher certification programs)
40 credits

**Core requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 200</td>
<td>Historiography and Historical Methods</td>
<td>3</td>
</tr>
<tr>
<td>HIS 490</td>
<td>History Research Seminar</td>
<td>4</td>
</tr>
<tr>
<td>Select nine credits of the following:</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>HIS 210</td>
<td>Survey of the United States</td>
<td></td>
</tr>
<tr>
<td>HIS 230</td>
<td>Survey of Ancient and Medieval Worlds</td>
<td></td>
</tr>
<tr>
<td>HIS 240</td>
<td>Survey of Modern Europe</td>
<td></td>
</tr>
<tr>
<td>HIS 250</td>
<td>The Asian World</td>
<td></td>
</tr>
<tr>
<td>HIS 260</td>
<td>Survey of the Middle East</td>
<td></td>
</tr>
<tr>
<td>HIS 285</td>
<td>Survey of Modern African History</td>
<td></td>
</tr>
</tbody>
</table>

**Global-Transregional/Religions electives**
Select six credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 204</td>
<td>Ancient Literate Civilizations</td>
</tr>
<tr>
<td>HIS 311</td>
<td>Peace and War</td>
</tr>
<tr>
<td>HIS 315</td>
<td>History of Feminist Thought</td>
</tr>
<tr>
<td>HIS 326</td>
<td>Modern Christianity</td>
</tr>
<tr>
<td>HIS 327</td>
<td>History of Buddhism</td>
</tr>
<tr>
<td>HIS 328</td>
<td>History of Hinduism</td>
</tr>
<tr>
<td>HIS 329</td>
<td>History of Islam</td>
</tr>
<tr>
<td>HIS 330</td>
<td>History of Religions</td>
</tr>
<tr>
<td>HIS 333</td>
<td>Christianity to 1517</td>
</tr>
<tr>
<td>HIS 338</td>
<td>Sugar, Coffee, Rubber, Bananas: Commodities in World History</td>
</tr>
<tr>
<td>HIS 340</td>
<td>Origins of Cities</td>
</tr>
<tr>
<td>HIS 372</td>
<td>History of Women in the Ancient World</td>
</tr>
<tr>
<td>HIS 401</td>
<td>History and Japanese Religions</td>
</tr>
<tr>
<td>HIS 404</td>
<td>Migration and Empire</td>
</tr>
<tr>
<td>HIS 405</td>
<td>The Migration Experience: 1600-present</td>
</tr>
<tr>
<td>HIS 415</td>
<td>Religious Conflict in Modern South Asia</td>
</tr>
</tbody>
</table>

**Selected area of focus**

Select 12 credits from one selected area of focus, with no more than three credits of the 12 coming from disciplines outside the HIS department (see below for lists)

**Electives**

Select six credits of electives from HIS 200/300/400 level courses (excluding HIS 490)

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>(excluding HIS 490)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select 6 credits of electives from HIS 200/300/400 level courses</td>
</tr>
</tbody>
</table>

**European focus**

| HIS 312  | Peoples and Cultures of Eastern Europe and the Former Soviet Union |
| HIS 314  | The Holocaust                                                   |
| HIS 331  | The Ancient Greek World                                         |
| HIS 332  | Ancient Rome and the Mediterranean                              |
| HIS 333  | Christianity to 1517                                            |
| HIS 339  | Russia and the Soviet Union                                     |
| HIS 346  | The Middle Ages                                                 |
| HIS 348  | Renaissance and Reformation                                     |
| HIS 349  | Twentieth Century Europe                                        |
| HIS 350  | Episodes in French History                                      |
| HIS 351  | History of France: 1750-Present                                 |
| HIS 352  | Germany: 1848-1989                                              |
| HIS 354  | Spain to 1700                                                   |
| HIS 355  | England to 1603                                                 |
| HIS 358  | French Revolution                                               |
| HIS 359  | Women, Gender and Sexuality in Modern Europe                    |
| HIS 373  | World War I                                                     |
| HIS 414  | History of Modern Ireland                                       |

**Asian focus**

| HIS 316  | Vietnam War                                                     |
| HIS 334  | Aspects of Chinese History                                      |
| HIS 335  | History of China                                                |
| HIS 363  | Modern South Asia                                               |
| HIS 364  | Gandhi’s India                                                  |
| HIS 382  | Imperialism in Asia and the Pacific                             |
| HIS 383  | Women in South Asia                                             |
| HIS 384  | The Idea of Asia                                                |
| HIS 394  | Modern Japanese History                                         |
| HIS 395  | Postwar Japanese History                                        |
| HIS 401  | History and Japanese Religions                                  |
| HIS 415  | Religious Conflict in Modern South Asia                         |

**United States focus**

| HIS 301  | Women in the Modern United States: 1890-Present                |
| HIS 305  | History of Motherhood in the United States                     |
| HIS 306  | Ethnic America                                                 |
| HIS 308  | U.S. Reform Movements                                          |
| HIS 310  | Native American History                                        |
| HIS 313  | Colonial & Revolutionary America                                |
| HIS 316  | Vietnam War                                                     |

| HIS 317  | American Environmental History                                 |
| HIS 318  | Exhibition Development and Design I                           |
| HIS 319  | Seminar in Twentieth Century America                           |
| HIS 320  | Introduction to Public and Policy History                     |
| HIS 321  | Wisconsin History                                             |
| HIS 322  | History of Public Education in United States                   |
| HIS 323  | World War II                                                   |
| HIS 324  | Civil War and Reconstruction                                   |
| HIS 325  | America in the Cold War                                       |
| HIS 336  | Hispanics in the United States                                  |
| HIS 343  | U.S. Borderlands                                               |
| HIS 345  | U.S. - Latin American Relations                                 |
| HIS 357  | Crime and Punishment in America                                |
| HIS 370  | The History of Black Women’s Activism                          |
| HIS 377  | U.S. Labor History                                             |
| HIS 378  | History of the U.S. West                                       |
| HIS 390  | Public History Research                                        |
| HIS 391  | History of Environmental Policy in the United States           |
| HIS 393  | Material Culture                                               |
| HIS 409  | 20th Century Civil Rights Movement                             |
| HIS 411  | 20th Century African American Urban History                    |

**Latin American focus**

| HIS 341  | Nineteenth Century Latin America                               |
| HIS 342  | Twentieth Century Latin America                                 |
| HIS 344  | Colonial Latin America                                         |
| HIS 345  | U.S. - Latin American Relations                                 |
| HIS 347  | A History of Greater Mexico                                    |
| HIS 353  | Maya Civilization                                              |
| HIS 356  | History of Mexico                                              |
| HIS 360  | Women, Gender, and Sexuality in Latin America                  |

**Middle Eastern focus**

| HIS 329  | History of Islam                                               |
| HIS 361  | Israeli-Palestinian Conflict                                   |
| HIS 362  | Human Rights and the Middle East                               |
| HIS 365  | Ancient Iraq                                                   |
| HIS 366  | Ancient Israel                                                 |
| HIS 367  | Ancient Egypt                                                  |
| HIS 368  | History of Babylonian Language and Culture I                   |
| HIS 369  | History of Babylonian Language and Culture II                  |
| HIS 374  | Ancient Turkey                                                 |
| HIS 375  | Iran before Islam                                              |
| HIS 389  | Women and Gender in the Middle East                            |
| HIS 396  | Ancient Syria                                                  |

**African and African Diaspora focus**

| HIS 379  | African Environmental History                                 |
| HIS 380  | Beyond Rwanda: War and Genocide in Africa’s Great Lakes       |
| HIS 381  | Health and Healing in African History                         |
| HIS 385  | Modern African History                                        |
| HIS 386  | Women and Gender in Africa                                    |
 Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

### A. Language track

1. **Native speakers of English**
   - Complete
   - Select one of the following:
     - CHI 202 Intermediate Chinese II
     - FRE 202 Intermediate French II
     - GER 202 Intermediate German II

2. **Non-native speakers of English**
   - Score at least 80 on the La Crosse Battery of exams for non-native speakers of English, or submit a TOEFL or IELTS score that meets the university's English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253.
   - Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations.

3. Complete the general education requirements.

4. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

5. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

### B. Humanities track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence;

2. Two additional courses outside of the department of the student’s major from two different departments chosen from: history, English, philosophy;

3. One additional course in social sciences or fine arts.

### C. Fine arts track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence;

2. Two additional courses outside of the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre;

3. One additional course in social sciences or humanities.

### In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits;

2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements;

3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. 1 At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA 1 in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)

7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprd/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete.

to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101 or 102 (Gen Ed World History)</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy - Written)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>UWL 100 (Gen Ed Elective)</td>
<td>1</td>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
<td>3</td>
<td>HIS Core Course (HIS 210, 230, 240, 250, 260, or 285)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 200</td>
<td>3</td>
<td>HIS Core Course (HIS 210, 230, 240, 250, 260, or 285)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>102+ Level Gen Ed/CLS Core Language</td>
<td>4</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td>CLS Core Elective</td>
<td>3</td>
<td>History Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Global Studies</td>
<td>3</td>
<td>Gen Ed Health &amp; Well Being</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS Core Course (HIS 210, 230, 240, 250, 260, or 285)</td>
<td>3</td>
<td>Minor Course</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Course</td>
<td>2</td>
<td>University Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>Classical World/Religion History Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Regional History Course</td>
<td>3</td>
<td>CLS Core Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Regional History Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Regional History Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional History Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 490</td>
<td>4</td>
<td>History Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Women, Gender, and Sexuality History Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>CLS Core Diversity Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 120
At least two courses must be designed as writing emphasis.

1. Complete 12 credits of regional coursework from one of the following focus areas: European, Asian, United States, Latin America, Ancient/Medieval, or African and African Diaspora.

2. CLS Core Humanities and Fine Arts Tracks require 102+ level language. CLS Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

History Major with Regional Emphasis - Bachelor of Science (BS)

The regional emphasis history major allows students to specialize in one region or time period from history, while still accumulating a broad foundation in the survey-level and professionalizing courses that make up the core history experience. In this regional emphasis, students can take 12 credits in a single focus area: European, Asian, U.S., Latin American, Ancient and Medieval World, or African and African Diaspora.

Courses for each region

All faculty in the department teach courses that satisfy the requirements in the regional emphasis. Consult the major requirements tab for this major to see which courses count for which region.

Major requirements

(All colleges, excluding teacher certification programs)

40 credits

Core requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 200</td>
<td>Historiography and Historical Methods</td>
<td>3</td>
</tr>
<tr>
<td>HIS 490</td>
<td>History Research Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

Select nine credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 210</td>
<td>Survey of the United States</td>
</tr>
<tr>
<td>HIS 230</td>
<td>Survey of Ancient and Medieval Worlds</td>
</tr>
<tr>
<td>HIS 240</td>
<td>Survey of Modern Europe</td>
</tr>
<tr>
<td>HIS 250</td>
<td>The Asian World</td>
</tr>
<tr>
<td>HIS 260</td>
<td>Survey of the Middle East</td>
</tr>
<tr>
<td>HIS 285</td>
<td>Survey of Modern African History</td>
</tr>
</tbody>
</table>

Global-Transregional/Religions electives

Select six credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 204</td>
<td>Ancient Literate Civilizations</td>
</tr>
<tr>
<td>HIS 311</td>
<td>Peace and War</td>
</tr>
<tr>
<td>HIS 315</td>
<td>History of Feminist Thought</td>
</tr>
<tr>
<td>HIS 326</td>
<td>Modern Christianity</td>
</tr>
<tr>
<td>HIS 327</td>
<td>History of Buddhism</td>
</tr>
<tr>
<td>HIS 328</td>
<td>History of Hinduism</td>
</tr>
<tr>
<td>HIS 329</td>
<td>History of Islam</td>
</tr>
<tr>
<td>HIS 330</td>
<td>History of Religions</td>
</tr>
<tr>
<td>HIS 333</td>
<td>Christianity to 1517</td>
</tr>
<tr>
<td>HIS 338</td>
<td>Sugar, Coffee, Rubber, Bananas: Commodities in World History</td>
</tr>
<tr>
<td>HIS 340</td>
<td>Origins of Cities</td>
</tr>
<tr>
<td>HIS 372</td>
<td>History of Women in the Ancient World</td>
</tr>
<tr>
<td>HIS 401</td>
<td>History and Japanese Religions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 404</td>
<td>Migration and Empire</td>
<td>3</td>
</tr>
<tr>
<td>HIS 405</td>
<td>The Migration Experience: 1600-present</td>
<td>3</td>
</tr>
<tr>
<td>HIS 415</td>
<td>Religious Conflict in Modern South Asia</td>
<td>3</td>
</tr>
</tbody>
</table>

Selected area of focus

Select 12 credits from one selected area of focus, with no more than three credits of the 12 coming from disciplines outside the HIS department (see below for lists)

Electives

Select six credits of electives from HIS 200/300/400 level courses (excluding HIS 490) |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 312</td>
<td>Peoples and Cultures of Eastern Europe and the Former Soviet Union</td>
</tr>
<tr>
<td>HIS 314</td>
<td>The Holocaust</td>
</tr>
<tr>
<td>HIS 331</td>
<td>The Ancient Greek World</td>
</tr>
<tr>
<td>HIS 332</td>
<td>Ancient Rome and the Mediterranean</td>
</tr>
<tr>
<td>HIS 333</td>
<td>Christianity to 1517</td>
</tr>
<tr>
<td>HIS 339</td>
<td>Russia and the Soviet Union</td>
</tr>
<tr>
<td>HIS 346</td>
<td>The Middle Ages</td>
</tr>
<tr>
<td>HIS 348</td>
<td>Renaissance and Reformation</td>
</tr>
<tr>
<td>HIS 349</td>
<td>Twentieth Century Europe</td>
</tr>
<tr>
<td>HIS 350</td>
<td>Episodes in French History</td>
</tr>
<tr>
<td>HIS 351</td>
<td>History of France: 1750-Present</td>
</tr>
<tr>
<td>HIS 352</td>
<td>Germany: 1848-1989</td>
</tr>
<tr>
<td>HIS 354</td>
<td>Spain to 1700</td>
</tr>
<tr>
<td>HIS 355</td>
<td>England to 1603</td>
</tr>
<tr>
<td>HIS 358</td>
<td>French Revolution</td>
</tr>
<tr>
<td>HIS 359</td>
<td>Women, Gender and Sexuality in Modern Europe</td>
</tr>
<tr>
<td>HIS 373</td>
<td>World War I</td>
</tr>
<tr>
<td>HIS 414</td>
<td>History of Modern Ireland</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 316</td>
<td>Vietnam War</td>
<td>3</td>
</tr>
<tr>
<td>HIS 334</td>
<td>Aspects of Chinese History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 335</td>
<td>History of China</td>
<td>3</td>
</tr>
<tr>
<td>HIS 363</td>
<td>Modern South Asia</td>
<td>3</td>
</tr>
<tr>
<td>HIS 364</td>
<td>Gandhi's India</td>
<td>3</td>
</tr>
<tr>
<td>HIS 382</td>
<td>Imperialism in Asia and the Pacific</td>
<td>3</td>
</tr>
<tr>
<td>HIS 383</td>
<td>Women in South Asia</td>
<td>3</td>
</tr>
<tr>
<td>HIS 384</td>
<td>The Idea of Asia</td>
<td>3</td>
</tr>
<tr>
<td>HIS 394</td>
<td>Modern Japanese History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 395</td>
<td>Postwar Japanese History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 401</td>
<td>History and Japanese Religions</td>
<td>3</td>
</tr>
<tr>
<td>HIS 415</td>
<td>Religious Conflict in Modern South Asia</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 301</td>
<td>Women in the Modern United States: 1890-Present</td>
<td>3</td>
</tr>
<tr>
<td>HIS 305</td>
<td>History of Motherhood in the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIS 306</td>
<td>Ethnic America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 308</td>
<td>U.S. Reform Movements</td>
<td>3</td>
</tr>
<tr>
<td>HIS 310</td>
<td>Native American History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 313</td>
<td>Colonial &amp; Revolutionary America</td>
<td>3</td>
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</tbody>
</table>
### African and African Diaspora focus

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 379</td>
<td>African Environmental History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 380</td>
<td>Beyond Rwanda: War and Genocide in Africa’s Great Lakes</td>
<td>3</td>
</tr>
<tr>
<td>HIS 381</td>
<td>Health and Healing in African History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 385</td>
<td>Modern African History</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 386</td>
<td>Women and Gender in Africa</td>
<td>3</td>
</tr>
<tr>
<td>HIS 387</td>
<td>African Novels and History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 397</td>
<td>Social History of African Nationalist Movements</td>
<td>3</td>
</tr>
<tr>
<td>HIS 398</td>
<td>Social History of Colonial Africa</td>
<td>3</td>
</tr>
<tr>
<td>HIS 409</td>
<td>20th Century Civil Rights Movement</td>
<td>3</td>
</tr>
<tr>
<td>ARC 312</td>
<td>African Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ARC/ANT 357</td>
<td>Peoples and Cultures of Africa</td>
<td>3</td>
</tr>
<tr>
<td>GEO 312</td>
<td>Geography of Africa</td>
<td>3</td>
</tr>
</tbody>
</table>

### Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 139)
- Baccalaureate degree requirements (p. 140)

### College of Liberal Studies (CLS/SAC)

#### Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Courses_Schools/CLS/CLS%20B.%20S%20Core%20Course%20List%20Updated%20%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

### Bachelor of Science students complete four courses outside the department of the student’s major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cprod/?cmd=login&LanguageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101 or 102 (Gen Ed World History)</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy - Written)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>UWL 100 (Gen Ed Elective)</td>
<td>1</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
<td>3</td>
<td>HIS Core Course (HIS 210, 230, 240, 250, 260, or 285)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4</td>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>14</td>
<td>15</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 200</td>
<td>3</td>
<td>HIS Core Course (HIS 210, 230, 240, 250, 260, or 285)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Lang/Logical Systems</td>
<td>3</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td>CLS Core Elective</td>
<td>3</td>
<td>History Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS Core Course (HIS 210, 230, 240, 250, 260, or 285)</td>
<td>3</td>
<td>Gen Ed Health &amp; Well Being</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Global Studies</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>15</td>
<td>14</td>
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</tbody>
</table>
The History Department will particularly encourage students in topical emphases to apply for and undertake internships with organizations and businesses related to individual students’ interests, concerns, and plans. Our faculty will work with students, helping to place them in intern positions that will be of genuine value with respect to their intellectual and professional development. Internships along these lines will help students get their “foot in the door” in areas of prospective post-graduate employment and professional development.

What really sets apart the three new topical emphases including cultural and social history is that faculty will work with students to produce portfolios packaging and showcasing the aptitudes and skills they develop over the courses of their undergraduate education. To some, abilities obtained and developed through a traditional liberal education, such as analytical and creative thinking, may seem abstract and without specific content, being notoriously difficult to measure and assess through means such as standardized testing. However, cultural and social history students’ portfolios are where their skills, aptitudes, and abilities will become manifestly palpable and concrete.

What is a topical emphasis in public and policy history?

A topical emphasis in public and policy history refers to scholarly work that seeks out audiences beyond the classroom and the academic journal. While professional historians may study a vast array of time periods, peoples, and topics, public and policy history is distinct in that it seeks to spread that research to broader audiences, and also to take as its subject of study those attempts to connect history to the people.

Public history might include museums and memorials, oral history and landmarks, interpretive signage and educational outreach, heritage and cultural institutions. Policy history could be described as the study of past decision making or government institutions, with an intended audience of present-day representatives from those same groups, and might include topics or audiences in state legislatures or county government, prisons and courts, government social or environmental agencies, or the like.

What is a topical emphasis in religious studies?

Students in the UWL History Department’s history major with topical emphasis in religious studies will have an opportunity to study the fascinating phenomenon of religion from a variety of disciplinary perspectives with course offerings in the Departments of History, Philosophy, Sociology, Anthropology, and Women’s, Gender, and Sexuality Studies. The religious studies emphasis challenges students to question common stereotypes about religion and religious people, to become aware of the multiple roles and functions religion plays in human cultural life, and to both critically scrutinize and empirically understand the rationales that have shaped the wide variety of religious world views, behaviors, and experiences that humans have used in the course of constructing, maintaining, and inhabiting their cultural worlds. In these ways, the religious studies emphasis sharpens students’ awareness of and understanding of human cultural diversity and prepares them for responsible global citizenship in a religiously pluralistic world.

History Major with Topical Emphasis - Bachelor of Arts (BA)

What is a topical emphasis in cultural and social history?

Students in UW-La Crosse History Department’s history major with topical emphasis in cultural and social history will study the history of cultural and social forces embodied in movements and organizations; art, literature, and film; areas of human experience including apparel, architecture, and culinary practices; and the various commercial media inundating our daily lives. Our students will learn how social and cultural phenomena have historically affected and structured our material and intellectual environment in connection with ethical concerns involving political and economic questions.

In general, the History Department’s cultural and social history emphasis will help students develop and make tangible the kinds of relatively intangible skills prospective employers and professional and graduate school admissions committees will value: problem solving, analytical and creative thinking, research skills, the ability to express oneself and one’s thoughts clearly and persuasively both verbally and in writing, intercultural communication skills, and the capacity to address immediate concerns with the kind of “big picture” perspective that a historically grounded education provides.

History Major with Topical Emphasis - Bachelor of Arts (BA)

What is a topical emphasis in cultural and social history?

Students in UW-La Crosse History Department’s history major with topical emphasis in cultural and social history will study the history of cultural and social forces embodied in movements and organizations; art, literature, and film; areas of human experience including apparel, architecture, and culinary practices; and the various commercial media inundating our daily lives. Our students will learn how social and cultural phenomena have historically affected and structured our material and intellectual environment in connection with ethical concerns involving political and economic questions.

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 200</td>
<td>Historiography and Historical Methods</td>
<td>3</td>
</tr>
<tr>
<td>HIS 490</td>
<td>History Research Seminar</td>
<td>4</td>
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</table>

Select nine credits of the following: 9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIS 210</td>
<td>Survey of the United States</td>
<td></td>
</tr>
<tr>
<td>HIS 230</td>
<td>Survey of Ancient and Medieval Worlds</td>
<td></td>
</tr>
<tr>
<td>HIS 240</td>
<td>Survey of Modern Europe</td>
<td></td>
</tr>
<tr>
<td>HIS 250</td>
<td>The Asian World</td>
<td></td>
</tr>
<tr>
<td>HIS 260</td>
<td>Survey of the Middle East</td>
<td></td>
</tr>
<tr>
<td>HIS 285</td>
<td>Survey of Modern African History</td>
<td></td>
</tr>
</tbody>
</table>

**Regional/world cultural zones**

Select six credits from the following: 6

**Asia**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIS 316</td>
<td>Vietnam War</td>
<td></td>
</tr>
<tr>
<td>HIS 334</td>
<td>Aspects of Chinese History</td>
<td></td>
</tr>
<tr>
<td>HIS 335</td>
<td>History of China</td>
<td></td>
</tr>
<tr>
<td>HIS 363</td>
<td>Modern South Asia</td>
<td></td>
</tr>
<tr>
<td>HIS 382</td>
<td>Imperialism in Asia and the Pacific</td>
<td></td>
</tr>
<tr>
<td>HIS 394</td>
<td>Modern Japanese History</td>
<td></td>
</tr>
<tr>
<td>HIS 395</td>
<td>Postwar Japanese History</td>
<td></td>
</tr>
<tr>
<td>HIS 412</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 415</td>
<td>Religious Conflict in Modern South Asia</td>
<td></td>
</tr>
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</table>

**Latin America**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIS 341</td>
<td>Nineteenth Century Latin America</td>
<td></td>
</tr>
<tr>
<td>HIS 342</td>
<td>Twentieth Century Latin America</td>
<td></td>
</tr>
<tr>
<td>HIS 344</td>
<td>Colonial Latin America</td>
<td></td>
</tr>
<tr>
<td>HIS 347</td>
<td>A History of Greater Mexico</td>
<td></td>
</tr>
<tr>
<td>HIS 356</td>
<td>History of Mexico</td>
<td></td>
</tr>
<tr>
<td>HIS 412</td>
<td></td>
<td></td>
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</tbody>
</table>

**Europe**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS 311</td>
<td>Peace and War</td>
<td></td>
</tr>
<tr>
<td>HIS/ANT 312</td>
<td>Peoples and Cultures of Eastern Europe and the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Former Soviet Union</td>
<td></td>
</tr>
<tr>
<td>HIS 314</td>
<td>The Holocaust</td>
<td></td>
</tr>
<tr>
<td>HIS 339</td>
<td>Russia and the Soviet Union</td>
<td></td>
</tr>
<tr>
<td>HIS 346</td>
<td>The Middle Ages</td>
<td></td>
</tr>
<tr>
<td>HIS 348</td>
<td>Renaissance and Reformation</td>
<td></td>
</tr>
<tr>
<td>HIS 349</td>
<td>Twentieth Century Europe</td>
<td></td>
</tr>
<tr>
<td>HIS 350</td>
<td>Episodes in French History</td>
<td></td>
</tr>
<tr>
<td>HIS 351</td>
<td>History of France: 1750-Present</td>
<td></td>
</tr>
<tr>
<td>HIS 352</td>
<td>Germany: 1848-1989</td>
<td></td>
</tr>
<tr>
<td>HIS 354</td>
<td>Spain to 1700</td>
<td></td>
</tr>
<tr>
<td>HIS 355</td>
<td>England to 1603</td>
<td></td>
</tr>
<tr>
<td>HIS 358</td>
<td>French Revolution</td>
<td></td>
</tr>
<tr>
<td>HIS 373</td>
<td>World War I</td>
<td></td>
</tr>
<tr>
<td>HIS 412</td>
<td></td>
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</table>

**Africa**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIS 385</td>
<td>Modern African History</td>
<td></td>
</tr>
<tr>
<td>HIS 387</td>
<td>African Novels and History</td>
<td></td>
</tr>
<tr>
<td>HIS 388</td>
<td>Slavery</td>
<td></td>
</tr>
<tr>
<td>HIS 397</td>
<td>Social History of African Nationalist Movements</td>
<td></td>
</tr>
<tr>
<td>HIS 398</td>
<td>Social History of Colonial Africa</td>
<td></td>
</tr>
<tr>
<td>HIS 412</td>
<td></td>
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</tr>
</tbody>
</table>

**Topical emphasis**

Select one of the following emphases, with no more than six credits of that 18 coming from disciplines outside the department of history (see below)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 311</td>
<td>Peace and War</td>
<td></td>
</tr>
<tr>
<td>HIS 387</td>
<td>African Novels and History</td>
<td></td>
</tr>
<tr>
<td>HIS 392</td>
<td>History Through Film</td>
<td></td>
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<tr>
<td>HIS 397</td>
<td>Social History of African Nationalist Movements</td>
<td></td>
</tr>
<tr>
<td>HIS 398</td>
<td>Social History of Colonial Africa</td>
<td></td>
</tr>
<tr>
<td>HIS 404</td>
<td>Migration and Empire</td>
<td></td>
</tr>
<tr>
<td>HIS 405</td>
<td>The Migration Experience: 1600-present</td>
<td></td>
</tr>
<tr>
<td>HIS 406</td>
<td>Topics in Social History</td>
<td></td>
</tr>
<tr>
<td>HIS 407</td>
<td>Government and Society</td>
<td></td>
</tr>
<tr>
<td>HIS 412</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 413</td>
<td>Topics in Cultural History</td>
<td></td>
</tr>
<tr>
<td>HIS 450</td>
<td>History Internship/Field Experience</td>
<td>3-12</td>
</tr>
<tr>
<td>ENG 301</td>
<td>Foundations for Literary Studies</td>
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<tr>
<td>ENG 348</td>
<td>Studies in Film Literature</td>
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<tr>
<td>WGS 210</td>
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<tr>
<td>WGS 373</td>
<td>Gender and Human Rights</td>
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<tr>
<td>WGS/SOC 375</td>
<td>Lesbian Studies</td>
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<tr>
<td>ART 251</td>
<td>Art History I: History of Art &amp; Visual Culture</td>
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<tr>
<td>ART 252</td>
<td>Art History II: Global, Local, and Contemporary Art</td>
<td></td>
</tr>
<tr>
<td>ART 301</td>
<td>World Art</td>
<td></td>
</tr>
</tbody>
</table>

**Public and policy history**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 320</td>
<td>Introduction to Public and Policy History</td>
<td></td>
</tr>
<tr>
<td>HIS 322</td>
<td>History of Public Education in United States</td>
<td></td>
</tr>
<tr>
<td>HIS 391</td>
<td>History of Environmental Policy in the United</td>
<td></td>
</tr>
<tr>
<td></td>
<td>States</td>
<td></td>
</tr>
<tr>
<td>HIS 393</td>
<td>Material Culture</td>
<td></td>
</tr>
<tr>
<td>HIS 403</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 407</td>
<td>Government and Society</td>
<td></td>
</tr>
<tr>
<td>HIS 450</td>
<td>History Internship/Field Experience</td>
<td>3-12</td>
</tr>
<tr>
<td>PUB 210</td>
<td>Introduction to Public Administration</td>
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<tr>
<td>PUB 330</td>
<td>Public Policy</td>
<td></td>
</tr>
<tr>
<td>PUB 334</td>
<td>Health Policy</td>
<td></td>
</tr>
<tr>
<td>PUB 338</td>
<td>Environmental Policy</td>
<td></td>
</tr>
<tr>
<td>GEO 385</td>
<td>Introduction to Geographic Information System</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Science</td>
<td></td>
</tr>
<tr>
<td>ENG 314</td>
<td>Grant Writing</td>
<td></td>
</tr>
<tr>
<td>ENG 327</td>
<td>Publishing in a Digital Age</td>
<td></td>
</tr>
<tr>
<td>ENG 335</td>
<td>Introduction to Professional Writing</td>
<td></td>
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<tr>
<td>ARC 300</td>
<td>Cultural Resources Management</td>
<td></td>
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</tbody>
</table>

1 Technical skills courses: Students are encouraged to complete three credits or more from this subset of courses.

**Religious studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 205</td>
<td>Ethics and Religion</td>
<td></td>
</tr>
<tr>
<td>HIS 326</td>
<td>Modern Christianity</td>
<td></td>
</tr>
<tr>
<td>HIS 327</td>
<td>History of Buddhism</td>
<td></td>
</tr>
</tbody>
</table>
Bachelor of Science degrees:

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science core requirements

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced

Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and

2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and

...
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:
1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ))
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. Summer intersession graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan
Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course (HIS)</th>
<th>Credits</th>
<th>Course (ENG)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>HIS 101 or 102 (Gen Ed World History)</td>
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<td>ENG 110 or 112 (Gen Ed Literature - Written)</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
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<td>UWL 100 (Gen Ed Elective)</td>
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<td>Gen Ed Arts</td>
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<tr>
<td></td>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
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<td>HIS Core Course (HIS 210, 230, 240, 250, 260, or 285)</td>
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</tr>
<tr>
<td></td>
<td>Gen Ed Math</td>
<td>4</td>
<td>Gen Ed Minority Cultures</td>
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### Year 2

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</tr>
<tr>
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<td>102+ Level Gen Ed/CLS Core Language</td>
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<td>Gen Ed Arts</td>
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<td>CLS Core Elective</td>
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<td>History Topical Emphasis Course</td>
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</tr>
<tr>
<td></td>
<td>HIS Core Course (HIS 210, 230, 240, 250, 260, or 285)</td>
<td>3</td>
<td>Gen Ed Health &amp; Well Being</td>
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<tr>
<td></td>
<td>Gen Ed Global Studies</td>
<td>3</td>
<td>Minor Course</td>
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<td>16</td>
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</table>
Students in UW-L History Department’s **history major with topical emphasis in cultural and social history** will study the history of cultural and social forces embodied in movements and organizations; art, literature, and film; areas of human experience including apparel, architecture, and culinary practices; and the various commercial media inundating our daily lives. Our students will learn how social and cultural phenomena have historically affected and structured our material and intellectual environment in connection with ethical concerns involving political and economic questions.

In general, the History Department’s cultural and social history emphasis will help students develop and make tangible the kinds of relatively intangible skills prospective employers and professional and graduate school admissions committees will value: problem solving, analytical and creative thinking, research skills, the ability to express oneself and one’s thoughts clearly and persuasively both verbally and in writing, intercultural communication skills, and the capacity to address immediate concerns with the kind of “big picture” perspective that a historically grounded education provides.

The History Department will particularly encourage students in topical emphases to apply for and undertake internships with organizations and businesses related to individual students’ interests, concerns, and plans. Our faculty will work with students, helping to place them in intern positions that will be of genuine value with respect to their intellectual and professional development. Internships along these lines will help students get their “foot in the door” in areas of prospective post-graduation employment and professional development.

What really sets apart the three new topical emphases including cultural and social history is that faculty will work with students to produce portfolios packaging and showcasing the aptitudes and skills they develop over the courses of their undergraduate education. To some, abilities obtained and developed through a traditional liberal education, such as analytical and creative thinking, may seem abstract and without specific content, being notoriously difficult to measure and assess through means such as standardized testing. However, cultural and social history students’ portfolios are where their skills, aptitudes, and abilities will become manifestly palpable and concrete.

### What is a topical emphasis in public and policy history?

A **topical emphasis in public and policy history** refers to scholarly work that seeks out audiences beyond the classroom and the academic journal. While professional historians may study a vast array of time periods, peoples, and topics, public and policy history is distinct in that it seeks to spread that research to broader audiences, and also to take as its subject of study those attempts to connect history to the people. Public history might include museums and memorials, oral history and landmarks, interpretive signage and educational outreach, heritage and cultural institutions. Policy history could be described as the study of past decision making or government institutions, with an intended audience of present-day representatives from those same groups, and might include topics or audiences in state legislatures or county government, prisons and courts, government social or environmental agencies, or the like.

### What is a topical emphasis in religious studies?

Students in the UW-L History Department’s **history major with topical emphasis in religious studies** will have an opportunity to study the fascinating phenomenon of religion from a variety of disciplinary perspectives with course offerings in the Departments of History, Philosophy, Sociology, Anthropology, and Women’s, Gender, and Sexuality Studies. The religious studies emphasis challenges students to question common stereotypes about religion and religious people, to become aware of the multiple roles and functions religion plays in human cultural life, and to both critically scrutinize and emphatically understand the rationales that have shaped the wide variety of religious world views, behaviors, and experiences that humans have used in the course of constructing, maintaining, and inhabiting their cultural worlds.

In these ways, the religious studies emphasis sharpens students’ awareness of and understanding of human cultural diversity.

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### Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
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<th>Credits</th>
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<tr>
<td>Gen Ed Hum-Lit</td>
<td>3 Minor Course</td>
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<td></td>
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<tr>
<td>History Topical Emphasis Course</td>
<td>3 Regional History Course</td>
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</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3 CLS Core Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Regional History Course</td>
<td>3 History Topical Emphasis Course</td>
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<th>Year 4</th>
<th>Credits</th>
<th>Spring</th>
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<tr>
<td>History Topical Emphasis Course</td>
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<td>HIS 490</td>
<td>4 History Topical Emphasis Course</td>
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<td>Minor Course</td>
<td>3 History Topical Emphasis Course</td>
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<tr>
<td>Minor Course</td>
<td>3 CLS Core Diversity Elective</td>
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<tr>
<td>Gen Ed Elective</td>
<td>3 Gen Ed Elective</td>
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</table>

Total Credits: 120

1. Complete six credits from the following Regional/World Cultural Zones: Asia, Europe, Latin America, or Africa.

2. Complete 18 credits from one of the following three emphasis areas (six of the 18 credits coming from disciplines outside the Department of History): cultural and social history; public and policy history; or religious studies.

3. **CLS Core Humanities and Fine Arts Tracks** require 102+ level language. **CLS Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

A **writing portfolio is required.**

At least two courses must be designed as writing emphasis.

### History Major with Topical Emphasis - Bachelor of Science (BS)

#### What is a topical emphasis in cultural and social history?

Students in UW-La Crosse History Department’s **history major with topical emphasis in cultural and social history** will study the history of cultural and social forces embodied in movements and organizations; art, literature, and film; areas of human experience including apparel, architecture, and culinary practices; and the various commercial media inundating our daily lives. Our students will learn how social and cultural phenomena have historically affected and structured our material and intellectual environment in connection with ethical concerns involving political and economic questions.
and prepares them for responsible global citizenship in a religiously pluralistic world.

**Major requirements**

(All colleges, excluding teacher certification programs)

40 credits

### Core requirements

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<th>Title</th>
<th>Credits</th>
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<tr>
<td>HIS 200</td>
<td>Historiography and Historical Methods</td>
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<td>HIS 490</td>
<td>History Research Seminar</td>
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Select nine credits of the following:

<table>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIS 210</td>
<td>Survey of the United States</td>
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</tr>
<tr>
<td>HIS 230</td>
<td>Survey of Ancient and Medieval Worlds</td>
<td></td>
</tr>
<tr>
<td>HIS 240</td>
<td>Survey of Modern Europe</td>
<td></td>
</tr>
<tr>
<td>HIS 250</td>
<td>The Asian World</td>
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</tr>
<tr>
<td>HIS 260</td>
<td>Survey of the Middle East</td>
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<tr>
<td>HIS 285</td>
<td>Survey of Modern African History</td>
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### Regional/world cultural zones

Select six credits from the following:

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<tr>
<th>Culture</th>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>Asia</td>
<td>HIS 316</td>
<td>Vietnam War</td>
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<td></td>
<td>HIS 334</td>
<td>Aspects of Chinese History</td>
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<tr>
<td></td>
<td>HIS 335</td>
<td>History of China</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIS 363</td>
<td>Modern South Asia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIS 382</td>
<td>Imperialism in Asia and the Pacific</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIS 394</td>
<td>Modern Japanese History</td>
<td></td>
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<tr>
<td></td>
<td>HIS 395</td>
<td>Postwar Japanese History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIS 412</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIS 415</td>
<td>Religious Conflict in Modern South Asia</td>
<td></td>
</tr>
<tr>
<td>Latin America</td>
<td>HIS 341</td>
<td>Nineteenth Century Latin America</td>
<td></td>
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<tr>
<td></td>
<td>HIS 342</td>
<td>Twentieth Century Latin America</td>
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</tr>
<tr>
<td></td>
<td>HIS 344</td>
<td>Colonial Latin America</td>
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</tr>
<tr>
<td></td>
<td>HIS 347</td>
<td>A History of Greater Mexico</td>
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<tr>
<td></td>
<td>HIS 356</td>
<td>History of Mexico</td>
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<tr>
<td></td>
<td>HIS 412</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Europe</td>
<td>HIS 311</td>
<td>Peace and War</td>
<td></td>
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<tr>
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<td>HIS/ANT 312</td>
<td>Peoples and Cultures of Eastern Europe and the Former Soviet Union</td>
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<tr>
<td></td>
<td>HIS 314</td>
<td>The Holocaust</td>
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<td>HIS 339</td>
<td>Russia and the Soviet Union</td>
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<tr>
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<td>HIS 346</td>
<td>The Middle Ages</td>
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<td>HIS 348</td>
<td>Renaissance and Reformation</td>
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<td>HIS 349</td>
<td>Twentieth Century Europe</td>
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<td>HIS 350</td>
<td>Episodes in French History</td>
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<td>HIS 351</td>
<td>History of France: 1750-Present</td>
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<td>HIS 352</td>
<td>Germany: 1848-1989</td>
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<td>HIS 354</td>
<td>Spain to 1700</td>
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<td></td>
<td>HIS 355</td>
<td>England to 1603</td>
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<td>HIS 358</td>
<td>French Revolution</td>
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<td>HIS 373</td>
<td>World War I</td>
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<tr>
<td></td>
<td>HIS 412</td>
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### Africa

**Topical emphasis**

Select one of the three following emphases, with no more than six credits of that 18 coming from disciplines outside the department of history (see below)

### Cultural and social history

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<tr>
<td>HIS 387</td>
<td>African Novels and History</td>
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<td>HIS 392</td>
<td>History Through Film</td>
<td>3</td>
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<td>HIS 397</td>
<td>Social History of African Nationalist Movements</td>
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<td>HIS 398</td>
<td>Social History of Colonial Africa</td>
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</tr>
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<td>HIS 404</td>
<td>Migration and Empire</td>
<td>3</td>
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<td>HIS 405</td>
<td>The Migration Experience: 1600-present</td>
<td>3</td>
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<td>HIS 406</td>
<td>Topics in Social History</td>
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<td>HIS 407</td>
<td>Government and Society</td>
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<td>HIS 412</td>
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<td>Topics in Cultural History</td>
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<td>ENG 301</td>
<td>Foundations for Literary Studies</td>
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<td>ENG 348</td>
<td>Studies in Film Literature</td>
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<td>WGS 373</td>
<td>Gender and Human Rights</td>
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<td>Lesbian Studies</td>
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<td>Art History I: History of Art &amp; Visual Culture</td>
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<td>Art History II: Global, Local, and Contemporary Art</td>
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### Public and policy history

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<tr>
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<td>History of Public Education in United States</td>
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<td>History of Environmental Policy in the United States</td>
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<td>Material Culture</td>
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<td>HIS 403</td>
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<td>HIS 407</td>
<td>Government and Society</td>
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<td>PUB 210</td>
<td>Introduction to Public Administration</td>
<td>3</td>
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<td>PUB 330</td>
<td>Public Policy</td>
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<td>PUB 334</td>
<td>Health Policy</td>
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<td>PUB 338</td>
<td>Environmental Policy</td>
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<td>GEO 385</td>
<td>Introduction to Geographic Information System</td>
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<td>Grant Writing</td>
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<td>ENG 327</td>
<td>Publishing in a Digital Age</td>
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<td>Introduction to Professional Writing</td>
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<td>Cultural Resources Management</td>
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Religious studies

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<td>Modern Christianity</td>
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<td>HIS 327</td>
<td>History of Buddhism</td>
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<td>HIS 328</td>
<td>History of Hinduism</td>
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<td>HIS 329</td>
<td>History of Islam</td>
<td>3</td>
</tr>
<tr>
<td>HIS 330</td>
<td>History of Religions</td>
<td>3</td>
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<td>HIS 333</td>
<td>Christianity to 1517</td>
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<td>HIS 401</td>
<td>History and Japanese Religions</td>
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<td>Religion and Society</td>
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<td>ANT 320</td>
<td>Rites, Rituals and Ceremonies</td>
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<td>Topics: Women, Gender, and Society</td>
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<td>PHL 336</td>
<td>International Multicultural Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHL 349</td>
<td>Asian Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHL 352</td>
<td>Chinese Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHL 360</td>
<td>Zen Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>PHL 431</td>
<td>Advanced Philosophy of Religion</td>
<td>3</td>
</tr>
</tbody>
</table>

Writing portfolio requirement

To be certified for graduation in the history major with topical emphasis, students must submit and have approved a portfolio of professional writing especially geared towards their intended career path. Students must submit writing portfolios by the middle of the semester in which they intend to graduate. Specific deadlines, item requirements, and submission directions are posted on the department website. The list of required material will be different for each of the emphases. The submitted portfolio may include items of coursework completed during the student’s undergraduate career, but might also require the production of additional materials. The materials might include a curriculum vitae or résumé, grant applications, a document written for a public audience, a sample of academic writing, or cover letters for job applications.

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 147)
- Baccalaureate degree requirements (p. 147)

College of Liberal Studies (CLS/SAC)

Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student’s major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or...
college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 59).)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprd/?cmd=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student's program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HIS 101 or 102 (Gen Ed World History)</td>
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<td>ENG 110 or 112 (Gen Ed Literacy - Written)</td>
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</tr>
<tr>
<td></td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>UWL 100 (Gen Ed Elective)</td>
<td>1</td>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
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<tr>
<td></td>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
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<td>HIS Core Course (HIS 210, 230, 240, 250, 260, or 285)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Math</td>
<td>4</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
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<tr>
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<td>Total</td>
<td>14</td>
<td>Total</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>HIS 200</td>
<td>3</td>
<td>HIS Core Course (HIS 210, 230,240,250,260, or 285)</td>
<td>3</td>
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<td>Gen Ed Lang/Logical Systems</td>
<td>3-4</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
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<tr>
<td></td>
<td>CLS Core Elective</td>
<td>3</td>
<td>History Topical Emphasis Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Global Studies</td>
<td>3</td>
<td>Gen Ed Health &amp; Well Being</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HIS Core Course (HIS 210, 230,240,250,260, or 285)</td>
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<td>Minor Course</td>
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<td>Total</td>
<td>14</td>
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<tr>
<td>3</td>
<td>Minor Course</td>
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<td>University Elective</td>
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<td>Gen Ed Hum-Lit</td>
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<td>Regional History Course</td>
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<td></td>
<td>History Topical Emphasis Course</td>
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<td>CLS Core Course</td>
<td>3</td>
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<tr>
<td></td>
<td>CLS Core Course - Natural Lab Science</td>
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<td>History Topical Emphasis Course</td>
<td>3</td>
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<td></td>
<td>Regional History Course</td>
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<td>Minor Course</td>
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<td>Total</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>History Topical Emphasis Course</td>
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<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HIS 490</td>
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<td>History Topical Emphasis Course</td>
<td>3</td>
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<tr>
<td></td>
<td>Minor Course</td>
<td>3</td>
<td>History Topical Emphasis Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Minor Course</td>
<td>3</td>
<td>CLS Core Diversity Elective</td>
<td>3</td>
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</tbody>
</table>

* This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete.
Gen Ed Elective 3 Gen Ed Elective 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
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<tr>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Total Credits</td>
<td>120</td>
</tr>
</tbody>
</table>

1. Complete six credits from the following Regional/World Cultural Zones: Asia, Europe, Latin America, or Africa.
2. Complete 18 credits from one of the following three emphasis areas (six of the 18 credits coming from disciplines outside the Department of History): cultural and social history; public and policy history; or religious studies.

A writing portfolio is required.

At least two courses must be designed as writing emphasis.

**History Major with World History Emphasis - Bachelor of Arts (BA)**

The **history major with a world history emphasis** is the most comprehensive of the history majors, with requirements that diversify the degree to cover as much of the world as can be done in a 40-credit undergraduate degree. Like all majors, this one requires the completion of two courses unique to history students (HIS 200 and HIS 490), and then three courses from the 200-level surveys of regional history.

Along with that foundation, the world history major requires the completion of the following: one course from a list which covers the history of women, gender and sexuality; two courses on U.S. history; one course on global/transregional history; one course each on Asia, Latin America, Europe, and Africa/Middle East; and one course on ancient, classical, or religious history.

**Major requirements**

(All colleges, excluding teacher certification programs)

40 credits

**Core requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 200</td>
<td>3</td>
</tr>
<tr>
<td>HIS 490</td>
<td>4</td>
</tr>
<tr>
<td>Select nine credits of the following:</td>
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<tr>
<td>HIS 210</td>
<td>Survey of the United States</td>
</tr>
<tr>
<td>HIS 230</td>
<td>Survey of Ancient and Medieval Worlds</td>
</tr>
<tr>
<td>HIS 240</td>
<td>Survey of Modern Europe</td>
</tr>
<tr>
<td>HIS 250</td>
<td>The Asian World</td>
</tr>
<tr>
<td>HIS 260</td>
<td>Survey of the Middle East</td>
</tr>
<tr>
<td>HIS 285</td>
<td>Survey of Modern African History</td>
</tr>
</tbody>
</table>

Select 24 credits from the following four categories (3 credits from the courses below must come from a WGS course)

- Global/Transregional (see below) 3
- U.S. History (see below; no more than 3 credits can come from a public/policy course) 6
- Regional/World Cultural Zones (see below) 12
- Ancient/Classical/Religions (see below) 3

**Total Credits** 40

**U.S. History**

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS/WGS 301</td>
<td>Women in the Modern United States: 1890-Present</td>
</tr>
<tr>
<td>HIS/WGS 305</td>
<td>History of Motherhood in the United States</td>
</tr>
<tr>
<td>HIS 306</td>
<td>Ethnic America</td>
</tr>
<tr>
<td>HIS 308</td>
<td>U.S. Reform Movements</td>
</tr>
<tr>
<td>HIS 310</td>
<td>Native American History</td>
</tr>
<tr>
<td>HIS 313</td>
<td>Colonial &amp; Revolutionary America</td>
</tr>
<tr>
<td>HIS 316</td>
<td>Vietnam War</td>
</tr>
<tr>
<td>HIS 317</td>
<td>American Environmental History</td>
</tr>
<tr>
<td>HIS 318</td>
<td>Exhibition Development and Design I</td>
</tr>
<tr>
<td>HIS 319</td>
<td>Seminar in Twentieth Century America</td>
</tr>
<tr>
<td>HIS 320</td>
<td>Introduction to Public and Policy History</td>
</tr>
<tr>
<td>HIS 321</td>
<td>Wisconsin History</td>
</tr>
<tr>
<td>HIS 322</td>
<td>History of Public Education in United States</td>
</tr>
<tr>
<td>HIS 324</td>
<td>Civil War and Reconstruction</td>
</tr>
<tr>
<td>HIS 325</td>
<td>America in the Cold War</td>
</tr>
<tr>
<td>HIS 336</td>
<td>Hispanics in the United States</td>
</tr>
<tr>
<td>HIS 343</td>
<td>U.S. Borderlands</td>
</tr>
<tr>
<td>HIS 345</td>
<td>U.S. - Latin American Relations</td>
</tr>
<tr>
<td>HIS/WGS 370</td>
<td>The History of Black Women's Activism</td>
</tr>
<tr>
<td>HIS 377</td>
<td>U.S. Labor History</td>
</tr>
<tr>
<td>HIS 378</td>
<td>History of the U.S. West</td>
</tr>
<tr>
<td>HIS 390</td>
<td>Public History Research</td>
</tr>
<tr>
<td>HIS 391</td>
<td>History of Environmental Policy in the United States</td>
</tr>
<tr>
<td>HIS 393</td>
<td>Material Culture</td>
</tr>
<tr>
<td>HIS 407</td>
<td>Government and Society</td>
</tr>
<tr>
<td>HIS/ERS 409</td>
<td>20th Century Civil Rights Movement</td>
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<tr>
<td>HIS/ERS 411</td>
<td>20th Century African American Urban History</td>
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**Regional/World Cultural Zones**

**Asia**

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS 316</td>
<td>Vietnam War</td>
</tr>
<tr>
<td>HIS 334</td>
<td>Aspects of Chinese History</td>
</tr>
<tr>
<td>HIS 335</td>
<td>History of China</td>
</tr>
<tr>
<td>HIS 363</td>
<td>Modern South Asia</td>
</tr>
<tr>
<td>HIS 364</td>
<td>Gandhi's India</td>
</tr>
<tr>
<td>HIS 382</td>
<td>Imperialism in Asia and the Pacific</td>
</tr>
<tr>
<td>HIS 383</td>
<td>Women in South Asia</td>
</tr>
<tr>
<td>HIS 384</td>
<td>The Idea of Asia</td>
</tr>
<tr>
<td>HIS 394</td>
<td>Modern Japanese History</td>
</tr>
<tr>
<td>HIS 395</td>
<td>Postwar Japanese History</td>
</tr>
<tr>
<td>HIS 401</td>
<td>History and Japanese Religions</td>
</tr>
<tr>
<td>HIS 415</td>
<td>Religious Conflict in Modern South Asia</td>
</tr>
</tbody>
</table>

**Latin America**

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 341</td>
<td>Nineteenth Century Latin America</td>
</tr>
<tr>
<td>HIS 342</td>
<td>Twentieth Century Latin America</td>
</tr>
<tr>
<td>HIS 344</td>
<td>Colonial Latin America</td>
</tr>
<tr>
<td>HIS 345</td>
<td>U.S. - Latin American Relations</td>
</tr>
<tr>
<td>HIS 347</td>
<td>A History of Greater Mexico</td>
</tr>
<tr>
<td>HIS 356</td>
<td>History of Mexico</td>
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</tbody>
</table>
### History Major with World History Emphasis - Bachelor of Arts (BA)

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HIS 360</td>
<td>Women, Gender, and Sexuality in Latin America</td>
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<tr>
<td><strong>Europe</strong></td>
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<tr>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>HIS 311</td>
<td>Peace and War</td>
</tr>
<tr>
<td>HIS/ANT 312</td>
<td>Peoples and Cultures of Eastern Europe and the Former Soviet Union</td>
</tr>
<tr>
<td>HIS 314</td>
<td>The Holocaust</td>
</tr>
<tr>
<td>HIS 339</td>
<td>Russia and the Soviet Union</td>
</tr>
<tr>
<td>HIS 346</td>
<td>The Middle Ages</td>
</tr>
<tr>
<td>HIS 348</td>
<td>Renaissance and Reformation</td>
</tr>
<tr>
<td>HIS 349</td>
<td>Twentieth Century Europe</td>
</tr>
<tr>
<td>HIS 350</td>
<td>Episodes in French History</td>
</tr>
<tr>
<td>HIS 351</td>
<td>History of France: 1750-Present</td>
</tr>
<tr>
<td>HIS 352</td>
<td>Germany: 1848-1989</td>
</tr>
<tr>
<td>HIS 354</td>
<td>Spain to 1700</td>
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<tr>
<td>HIS 355</td>
<td>England to 1603</td>
</tr>
<tr>
<td>HIS 358</td>
<td>French Revolution</td>
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<td>HIS 359</td>
<td>Women, Gender and Sexuality in Modern Europe</td>
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<tr>
<td>HIS 373</td>
<td>World War I</td>
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<td>HIS 414</td>
<td>History of Modern Ireland</td>
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<td><strong>Africa/Middle East</strong></td>
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<td>Select one of the following:</td>
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<tr>
<td>HIS 361</td>
<td>Israeli-Palestinian Conflict</td>
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<tr>
<td>HIS 362</td>
<td>Human Rights and the Middle East</td>
</tr>
<tr>
<td>HIS 379</td>
<td>African Environmental History</td>
</tr>
<tr>
<td>HIS 380</td>
<td>Beyond Rwanda: War and Genocide in Africa’s Great Lakes</td>
</tr>
<tr>
<td>HIS 381</td>
<td>Health and Healing in African History</td>
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<td>HIS 385</td>
<td>Modern African History</td>
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<td>HIS 386</td>
<td>Women and Gender in Africa</td>
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<tr>
<td>HIS 387</td>
<td>African Novels and History</td>
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<tr>
<td>HIS 389</td>
<td>Women and Gender in the Middle East</td>
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<tr>
<td>HIS 397</td>
<td>Social History of African Nationalist Movements</td>
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<tr>
<td>HIS 398</td>
<td>Social History of Colonial Africa</td>
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### Ancient/Classical/Religions

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<tbody>
<tr>
<td>HIS/ARC 204</td>
<td>Ancient Literate Civilizations</td>
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<tr>
<td>HIS/ARC 295</td>
<td>Pyramids, Temples and Towns! The Archaeology of Ancient Egypt</td>
</tr>
<tr>
<td>HIS 326</td>
<td>Modern Christianity</td>
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<td>HIS 327</td>
<td>History of Buddhism</td>
</tr>
<tr>
<td>HIS 328</td>
<td>History of Hinduism</td>
</tr>
<tr>
<td>HIS 329</td>
<td>History of Islam</td>
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<td>HIS 330</td>
<td>History of Religions</td>
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<tr>
<td>HIS/ARC 331</td>
<td>The Ancient Greek World</td>
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<tr>
<td>HIS/ARC 332</td>
<td>Ancient Rome and the Mediterranean</td>
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<tr>
<td>HIS 333</td>
<td>Christianity to 1517</td>
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<tr>
<td>HIS/ARC 340</td>
<td>Origins of Cities</td>
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<tr>
<td>HIS/ARC 353</td>
<td>Maya Civilization</td>
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<tr>
<td>HIS/ARC 365</td>
<td>Ancient Iraq</td>
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<td>HIS/ARC 366</td>
<td>Ancient Israel</td>
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<tr>
<td>HIS/ARC 367</td>
<td>Ancient Egypt</td>
</tr>
<tr>
<td>HIS/ARC 368</td>
<td>History of Babylonian Language and Culture I</td>
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<tr>
<td>HIS/ARC 369</td>
<td>History of Babylonian Language and Culture II</td>
</tr>
<tr>
<td>HIS/ARC 374</td>
<td>Ancient Turkey</td>
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<td>HIS/ARC 375</td>
<td>Iran before Islam</td>
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<td>HIS/ARC 396</td>
<td>Ancient Syria</td>
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<tr>
<td>HIS 401</td>
<td>History and Japanese Religions</td>
</tr>
<tr>
<td>HIS 415</td>
<td>Religious Conflict in Modern South Asia</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

### Global/Transregional

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 306</td>
<td>Ethnic America</td>
</tr>
<tr>
<td>HIS/WGS 315</td>
<td>History of Feminist Thought</td>
</tr>
<tr>
<td>HIS 323</td>
<td>World War II</td>
</tr>
<tr>
<td>HIS 326</td>
<td>Modern Christianity</td>
</tr>
<tr>
<td>HIS 327</td>
<td>History of Buddhism</td>
</tr>
<tr>
<td>HIS 328</td>
<td>History of Hinduism</td>
</tr>
<tr>
<td>HIS 329</td>
<td>History of Islam</td>
</tr>
<tr>
<td>HIS 330</td>
<td>History of Religions</td>
</tr>
<tr>
<td>HIS 333</td>
<td>Christianity to 1517</td>
</tr>
<tr>
<td>HIS 338</td>
<td>Sugar, Coffee, Rubber, Bananas: Commodities in World History</td>
</tr>
<tr>
<td>HIS 382</td>
<td>Imperialism in Asia and the Pacific</td>
</tr>
<tr>
<td>HIS 388</td>
<td>Slavery</td>
</tr>
<tr>
<td>HIS 404</td>
<td>Migration and Empire</td>
</tr>
<tr>
<td>HIS 405</td>
<td>The Migration Experience: 1600-present</td>
</tr>
<tr>
<td>HIS 414</td>
<td>History of Modern Ireland</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

1. Satisfies the three credits from a WGS course requirement. (HIS 359, HIS 360, HIS 383, and HIS 386 satisfy the requirement even though they are not cross-listed with WGS.)

### Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 150)
- Baccalaureate degree requirements (p. 151)

### College of Liberal Studies (CLS/SAC)

#### Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and
modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.

4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.

5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.

6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20BA%20BS%20Core%20Course%20List%20Updated%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced

   Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and

2. Two additional courses outside the student’s major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and

2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and

3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and

2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and

3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or

2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or

3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.

2. Complete at least one ethnic studies (diversity) course.

3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in core requirements for a major or minor after the fourth week of the last semester of the senior year.)

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending
on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

*This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.*

**Year 1**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101 or 102 (Gen Ed World History)</td>
<td>3</td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
<td>HIS Core Course (HIS 210, 230, 240, 250, 260, or 285)</td>
<td>3</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
<td>3</td>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy - Written)</td>
<td>3</td>
</tr>
<tr>
<td>UWL 100 (Gen Ed Elective)</td>
<td>1</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
</tr>
</tbody>
</table>

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**Year 2**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>102+ Level Gen Ed/CLS Core Language</td>
<td>4</td>
<td>HIS Core Course (HIS 210, 230, 240, 250, 260, or 285)</td>
<td>3</td>
</tr>
<tr>
<td>CLS Core Elective</td>
<td>3</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
</tr>
<tr>
<td>HIS 200</td>
<td>3</td>
<td>US History Course</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Global Studies</td>
<td>3</td>
<td>Gen Ed Health &amp; Well Being</td>
<td>3</td>
</tr>
<tr>
<td>HIS Core Course (HIS 210, 230, 240, 250, 260, or 285)</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
</tbody>
</table>

16 14

**Year 3**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>Regional History Course</td>
<td>3</td>
</tr>
<tr>
<td>Regional History Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Ancient/Classical Religions History Course</td>
<td>3</td>
</tr>
<tr>
<td>Regional History Course</td>
<td>3</td>
<td>CLS Core Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

15 15

**Year 4**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional History Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>HIS 490</td>
<td>4</td>
<td>US History Course</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>CLS Core Diversity Elective</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Global/Transregional History Course</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

16 15

Total Credits: 120

At least one of the required HIS courses must have a WGS focus.

At least two courses must be designed as writing emphasis.

1 World history majors need 12 credits of Regional/World Cultural Zones. One course each from Asia, Europe, Africa/Middle East, and Latin America.

2 CLS Core Humanities and Fine Arts Tracks require 102+ level language. CLS Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

**History Major with World History Emphasis - Bachelor of Science (BS)**

The **history major with a world history emphasis** is the most comprehensive of the history majors, with requirements that diversify the degree to cover as much of the world as can be done in a 40-credit undergraduate degree. Like all majors, this one requires the completion of two courses unique to history students (HIS 200 and HIS 490), and then three courses from the 200-level surveys of regional history.

Along with that foundation, the world history major requires the completion of the following: one course from a list which covers the history of women, gender and sexuality; two courses on U.S. history; one course on global/transregional history; one course each on Asia, Latin America, Europe, and Africa/Middle East; and one course on ancient, classical, or religious history.

**Major requirements**

(All colleges, excluding teacher certification programs)
40 credits

**Core requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 200</td>
<td>Historiography and Historical Methods</td>
<td>3</td>
</tr>
<tr>
<td>HIS 490</td>
<td>History Research Seminar</td>
<td>4</td>
</tr>
<tr>
<td>Select nine credits of the following:</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>HIS 210</td>
<td>Survey of the United States</td>
<td></td>
</tr>
<tr>
<td>HIS 230</td>
<td>Survey of Ancient and Medieval Worlds</td>
<td></td>
</tr>
<tr>
<td>HIS 240</td>
<td>Survey of Modern Europe</td>
<td></td>
</tr>
<tr>
<td>HIS 250</td>
<td>The Asian World</td>
<td></td>
</tr>
<tr>
<td>HIS 260</td>
<td>Survey of the Middle East</td>
<td></td>
</tr>
<tr>
<td>HIS 285</td>
<td>Survey of Modern African History</td>
<td></td>
</tr>
</tbody>
</table>

Select 24 credits from the following four categories (3 credits from the courses below must come from a WGS course)

| Global/Transregional (see below) | 3 |
| U.S. History (see below; no more than 3 credits can come from a public/policy course) | 6 |
| Regional/World Cultural Zones (see below) | 12 |
| Ancient/Classical/Religions (see below) | 3 |

Total Credits 40

**U.S. History**

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS/WGS 301</td>
<td>Women in the Modern United States: 1890-Present</td>
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<tr>
<td>HIS/WGS 305</td>
<td>History of Motherhood in the United States</td>
<td></td>
</tr>
<tr>
<td>HIS 306</td>
<td>Ethnic America</td>
<td></td>
</tr>
<tr>
<td>HIS 308</td>
<td>U.S. Reform Movements</td>
<td></td>
</tr>
<tr>
<td>HIS 310</td>
<td>Native American History</td>
<td></td>
</tr>
<tr>
<td>HIS 313</td>
<td>Colonial &amp; Revolutionary America</td>
<td></td>
</tr>
<tr>
<td>HIS 316</td>
<td>Vietnam War</td>
<td></td>
</tr>
<tr>
<td>HIS 317</td>
<td>American Environmental History</td>
<td></td>
</tr>
<tr>
<td>HIS 318</td>
<td>Exhibition Development and Design I</td>
<td></td>
</tr>
<tr>
<td>HIS 319</td>
<td>Seminar in Twentieth Century America</td>
<td></td>
</tr>
<tr>
<td>HIS 320</td>
<td>Introduction to Public and Policy History</td>
<td></td>
</tr>
<tr>
<td>HIS 321</td>
<td>Wisconsin History</td>
<td></td>
</tr>
<tr>
<td>HIS 322</td>
<td>History of Public Education in United States</td>
<td></td>
</tr>
<tr>
<td>HIS 324</td>
<td>Civil War and Reconstruction</td>
<td></td>
</tr>
<tr>
<td>HIS 325</td>
<td>America in the Cold War</td>
<td></td>
</tr>
<tr>
<td>HIS 336</td>
<td>Hispanics in the United States</td>
<td></td>
</tr>
<tr>
<td>HIS 343</td>
<td>U.S. Borderlands</td>
<td></td>
</tr>
<tr>
<td>HIS 345</td>
<td>U.S. - Latin American Relations</td>
<td></td>
</tr>
<tr>
<td>HIS/WGS 370</td>
<td>The History of Black Women's Activism</td>
<td>1</td>
</tr>
<tr>
<td>HIS 377</td>
<td>U.S. Labor History</td>
<td></td>
</tr>
<tr>
<td>HIS 378</td>
<td>History of the U.S. West</td>
<td></td>
</tr>
<tr>
<td>HIS 390</td>
<td>Public History Research</td>
<td></td>
</tr>
<tr>
<td>HIS 391</td>
<td>History of Environmental Policy in the United States</td>
<td></td>
</tr>
<tr>
<td>HIS 393</td>
<td>Material Culture</td>
<td></td>
</tr>
<tr>
<td>HIS 407</td>
<td>Government and Society</td>
<td></td>
</tr>
<tr>
<td>HIS/EERS 409</td>
<td>20th Century Civil Rights Movement</td>
<td></td>
</tr>
<tr>
<td>HIS/EERS 411</td>
<td>20th Century African American Urban History</td>
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</tr>
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</table>

Total Credits 6

**Regional/World Cultural Zones**

**Asia**

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 316</td>
<td>Vietnam War</td>
<td></td>
</tr>
<tr>
<td>HIS 334</td>
<td>Aspects of Chinese History</td>
<td></td>
</tr>
<tr>
<td>HIS 335</td>
<td>History of China</td>
<td></td>
</tr>
<tr>
<td>HIS 363</td>
<td>Modern South Asia</td>
<td></td>
</tr>
<tr>
<td>HIS 364</td>
<td>Gandhi's India</td>
<td></td>
</tr>
<tr>
<td>HIS 382</td>
<td>Imperialism in Asia and the Pacific</td>
<td></td>
</tr>
<tr>
<td>HIS 383</td>
<td>Women in South Asia</td>
<td>1</td>
</tr>
<tr>
<td>HIS 384</td>
<td>The Idea of Asia</td>
<td></td>
</tr>
<tr>
<td>HIS 394</td>
<td>Modern Japanese History</td>
<td></td>
</tr>
<tr>
<td>HIS 395</td>
<td>Postwar Japanese History</td>
<td></td>
</tr>
<tr>
<td>HIS 401</td>
<td>History and Japanese Religions</td>
<td></td>
</tr>
<tr>
<td>HIS 415</td>
<td>Religious Conflict in Modern South Asia</td>
<td></td>
</tr>
</tbody>
</table>

**Latin America**

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 341</td>
<td>Nineteenth Century Latin America</td>
<td></td>
</tr>
<tr>
<td>HIS 342</td>
<td>Twentieth Century Latin America</td>
<td></td>
</tr>
<tr>
<td>HIS 344</td>
<td>Colonial Latin America</td>
<td></td>
</tr>
<tr>
<td>HIS 345</td>
<td>U.S. - Latin American Relations</td>
<td></td>
</tr>
<tr>
<td>HIS 347</td>
<td>A History of Greater Mexico</td>
<td></td>
</tr>
<tr>
<td>HIS 356</td>
<td>History of Mexico</td>
<td></td>
</tr>
<tr>
<td>HIS 360</td>
<td>Women, Gender, and Sexuality in Latin America</td>
<td>1</td>
</tr>
</tbody>
</table>

**Europe**

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 311</td>
<td>Peace and War</td>
<td></td>
</tr>
<tr>
<td>HIS/ANT 312</td>
<td>Peoples and Cultures of Eastern Europe and the Former Soviet Union</td>
<td></td>
</tr>
<tr>
<td>HIS 314</td>
<td>The Holocaust</td>
<td></td>
</tr>
<tr>
<td>HIS 339</td>
<td>Russia and the Soviet Union</td>
<td></td>
</tr>
<tr>
<td>HIS 346</td>
<td>The Middle Ages</td>
<td></td>
</tr>
<tr>
<td>HIS 348</td>
<td>Renaissance and Reformation</td>
<td></td>
</tr>
<tr>
<td>HIS 349</td>
<td>Twentieth Century Europe</td>
<td></td>
</tr>
<tr>
<td>HIS 350</td>
<td>Episodes in French History</td>
<td></td>
</tr>
<tr>
<td>HIS 351</td>
<td>History of France: 1750-Present</td>
<td></td>
</tr>
<tr>
<td>HIS 352</td>
<td>Germany: 1848-1899</td>
<td></td>
</tr>
<tr>
<td>HIS 354</td>
<td>Spain to 1700</td>
<td></td>
</tr>
<tr>
<td>HIS 355</td>
<td>England to 1603</td>
<td></td>
</tr>
<tr>
<td>HIS 358</td>
<td>French Revolution</td>
<td></td>
</tr>
<tr>
<td>HIS 359</td>
<td>Women, Gender and Sexuality in Modern Europe</td>
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</tr>
<tr>
<td>HIS 373</td>
<td>World War I</td>
<td></td>
</tr>
<tr>
<td>HIS 414</td>
<td>History of Modern Ireland</td>
<td></td>
</tr>
</tbody>
</table>

**Africa/Middle East**

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 361</td>
<td>Israeli-Palestinian Conflict</td>
<td></td>
</tr>
<tr>
<td>HIS 362</td>
<td>Human Rights and the Middle East</td>
<td></td>
</tr>
<tr>
<td>HIS 379</td>
<td>African Environmental History</td>
<td></td>
</tr>
<tr>
<td>HIS 380</td>
<td>Beyond Rwanda: War and Genocide in Africa’s Great Lakes</td>
<td></td>
</tr>
<tr>
<td>HIS 381</td>
<td>Health and Healing in African History</td>
<td></td>
</tr>
<tr>
<td>HIS 385</td>
<td>Modern African History</td>
<td></td>
</tr>
<tr>
<td>HIS 386</td>
<td>Women and Gender in Africa</td>
<td>1</td>
</tr>
<tr>
<td>HIS 387</td>
<td>African Novels and History</td>
<td></td>
</tr>
</tbody>
</table>
**History Major with World History Emphasis - Bachelor of Science (BS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 389</td>
<td>Women and Gender in the Middle East</td>
</tr>
<tr>
<td>HIS 397</td>
<td>Social History of African Nationalist Movements</td>
</tr>
<tr>
<td>HIS 398</td>
<td>Social History of Colonial Africa</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits 12</strong></td>
</tr>
</tbody>
</table>

### Ancient/Classical/Religions

Select one of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS/ARC 204</td>
<td>Ancient Literate Civilizations</td>
</tr>
<tr>
<td>HIS/ARC 295</td>
<td>Pyramids, Temples and Towns! The Archaeology of Ancient Egypt</td>
</tr>
<tr>
<td>HIS 326</td>
<td>Modern Christianity</td>
</tr>
<tr>
<td>HIS 327</td>
<td>History of Buddhism</td>
</tr>
<tr>
<td>HIS 328</td>
<td>History of Hinduism</td>
</tr>
<tr>
<td>HIS 329</td>
<td>History of Islam</td>
</tr>
<tr>
<td>HIS 330</td>
<td>History of Religions</td>
</tr>
<tr>
<td>HIS/ARC 331</td>
<td>The Ancient Greek World</td>
</tr>
<tr>
<td>HIS/ARC 332</td>
<td>Ancient Rome and the Mediterranean</td>
</tr>
<tr>
<td>HIS 333</td>
<td>Christianity to 1517</td>
</tr>
<tr>
<td>HIS/ARC 340</td>
<td>Origins of Cities</td>
</tr>
<tr>
<td>HIS/ARC 353</td>
<td>Maya Civilization</td>
</tr>
<tr>
<td>HIS/ARC 365</td>
<td>Ancient Iraq</td>
</tr>
<tr>
<td>HIS/ARC 366</td>
<td>Ancient Israel</td>
</tr>
<tr>
<td>HIS/ARC 367</td>
<td>Ancient Egypt</td>
</tr>
<tr>
<td>HIS/ARC 368</td>
<td>History of Babylonian Language and Culture I</td>
</tr>
<tr>
<td>HIS/ARC 369</td>
<td>History of Babylonian Language and Culture II</td>
</tr>
<tr>
<td>HIS/ARC 374</td>
<td>Ancient Turkey</td>
</tr>
<tr>
<td>HIS/ARC 375</td>
<td>Iran before Islam</td>
</tr>
<tr>
<td>HIS/ARC 396</td>
<td>Ancient Syria</td>
</tr>
<tr>
<td>HIS 401</td>
<td>History and Japanese Religions</td>
</tr>
<tr>
<td>HIS 415</td>
<td>Religious Conflict in Modern South Asia</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits 3</strong></td>
</tr>
</tbody>
</table>

### Global/Transregional

Select one of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 306</td>
<td>Ethnic America</td>
</tr>
<tr>
<td>HIS/WGS 315</td>
<td>History of Feminist Thought ¹</td>
</tr>
<tr>
<td>HIS 323</td>
<td>World War II</td>
</tr>
<tr>
<td>HIS 326</td>
<td>Modern Christianity</td>
</tr>
<tr>
<td>HIS 327</td>
<td>History of Buddhism</td>
</tr>
<tr>
<td>HIS 328</td>
<td>History of Hinduism</td>
</tr>
<tr>
<td>HIS 329</td>
<td>History of Islam</td>
</tr>
<tr>
<td>HIS 330</td>
<td>History of Religions</td>
</tr>
<tr>
<td>HIS 333</td>
<td>Christianity to 1517</td>
</tr>
<tr>
<td>HIS 338</td>
<td>Sugar, Coffee, Rubber, Bananas: Commodities in World History</td>
</tr>
<tr>
<td>HIS 382</td>
<td>Imperialism in Asia and the Pacific</td>
</tr>
<tr>
<td>HIS 388</td>
<td>Slavery</td>
</tr>
<tr>
<td>HIS 404</td>
<td>Migration and Empire</td>
</tr>
<tr>
<td>HIS 405</td>
<td>The Migration Experience: 1600-present</td>
</tr>
<tr>
<td>HIS 414</td>
<td>History of Modern Ireland</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits 3</strong></td>
</tr>
</tbody>
</table>

¹ Satisfies the three credits from a WGS course requirement. (HIS 359, HIS 360, HIS 383, and HIS 386 satisfy the requirement even though they are not cross-listed with WGS.)

### Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 154)
- Baccalaureate degree requirements (p. 155)

### College of Liberal Studies (CLS/SAC) Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics-Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

### Bachelor of Science students complete four courses outside the department of the student's major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.
In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and may be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 154).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Year 1

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101 or 102 (Gen Ed World History)</td>
<td>3 Gen Ed Arts</td>
<td>2-3</td>
<td></td>
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</tr>
<tr>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
<td>3 Gen Ed</td>
<td>Natural Lab Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Self &amp; Society</td>
<td>3 EN 110 or 112 (Gen Ed Literacy - Written)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4 Gen Ed</td>
<td>Minority Cultures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWL 100 (Gen Ed Elective)</td>
<td>1 HIS 210, 230, 240, 250, 260, or 285 (HIS Core Course)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 2

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS Core Elective</td>
<td>3 HIS 210, 230, 240, 250, 260, or 285 (HIS Core Course)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Global Studies</td>
<td>3 US History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Lang/Logical Systems</td>
<td>3 Gen Ed Health &amp; Well Being</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 200</td>
<td>3 Minor Course</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 3

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3 Gen Ed Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### History Education Major (Early Adolescence-Adolescence Certification) - Bachelor of Science (BS)

The **History Education Major**, intended for those who intend to seek certification in the early adolescence-adolescence range, provides a grounding in the core courses of the history major, as well as a foundation in four categories of history covering much of the world and its time periods. This program also requires the completion of HIS 408 specifically for future teachers and some additional courses required by state statute.

#### Teacher preparation in history

The History Department works closely with other divisions on campus on several different paths to provide a background in history for future teachers. The two major options are the history education major, (http://www.uwlax.edu/History/Teacher-Preparation/#qt-2) and the social studies education major (http://www.uwlax.edu/History/Teacher-Preparation/#qt-3), also known as the broadfield major.

Students on these paths will need to keep track of requirements within the History Department, and also within their chosen educational program. Wherever possible, the History Department works to respond to the needs of future educators, while preparing them with current knowledge and methods from the historical profession. A variety of programs in the department – National History Day (http://www.uwlax.edu/History/National-History-Day), Phi Alpha Theta (http://www.uwlax.edu/History/Phi-Alpha-Theta), and preparation for the PRAXIS exams – respond to the unique needs of future educators.

### Major requirements

#### Admission requirements for STEP Program (p. 534)

(Teacher certification program: early adolescence-adolescence)

#### Core requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 200</td>
<td>3</td>
<td>Historiography and Historical Methods</td>
</tr>
<tr>
<td>HIS 408</td>
<td>4</td>
<td>Teaching and Learning History &amp; Social Studies in the Secondary School</td>
</tr>
<tr>
<td>HIS 490</td>
<td>4</td>
<td>History Research Seminar</td>
</tr>
</tbody>
</table>

Select nine credits of the following:

- HIS 210 Survey of the United States
- HIS 230 Survey of Ancient and Medieval Worlds
- HIS 240 Survey of Modern Europe
- HIS 250 The Asian World
- HIS 285 Survey of Modern African History

#### Categories

Select 24 credits from the following four categories:

- History of women, gender and sexuality (see below)  3
- U.S. history (see below)  6
- Regional/world cultural zones (see below)  12
- Classical world/religions (see below)  3

Total Credits  44

#### History of women, gender and sexuality

Select three credits of the following:

- HIS 301 Women in the Modern United States: 1890-Present  3
- HIS 305 History of Motherhood in the United States
- HIS 315 History of Feminist Thought
- HIS 359 Women, Gender and Sexuality in Modern Europe
- HIS 360 Women, Gender, and Sexuality in Latin America
- HIS 370 The History of Black Women's Activism
- HIS 372 History of Women in the Ancient World
- HIS 386 Women and Gender in Africa
- HIS 389 Women and Gender in the Middle East

Total Credits  3

#### U.S. history

Select six credits of the following:

- HIS 308 U.S. Reform Movements
- HIS 310 Native American History
- HIS 313 Colonial & Revolutionary America
- HIS 316 Vietnam War
- HIS 317 American Environmental History
- HIS 318 Exhibition Development and Design I
- HIS 319 Seminar in Twentieth Century America
- HIS 320 Introduction to Public and Policy History
- HIS 321 Wisconsin History
- HIS 323 World War II
- HIS 324 Civil War and Reconstruction

Total Credits  6

At least one of the required HIS courses must have a WGS focus.

At least two courses must be designed as writing emphasis.

World history majors need 12 credits of Regional/World Cultural Zones. One course each from Asia, Europe, Africa/Middle East, and Latin America.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 325</td>
<td>America in the Cold War</td>
</tr>
<tr>
<td>HIS 336</td>
<td>Hispanics in the United States</td>
</tr>
<tr>
<td>HIS 343</td>
<td>U.S. Borderlands</td>
</tr>
<tr>
<td>HIS 345</td>
<td>U.S. - Latin American Relations</td>
</tr>
<tr>
<td>HIS 377</td>
<td>U.S. Labor History</td>
</tr>
<tr>
<td>HIS 378</td>
<td>History of the U.S. West</td>
</tr>
<tr>
<td>HIS 393</td>
<td>Material Culture</td>
</tr>
<tr>
<td>HIS 409</td>
<td>20th Century Civil Rights Movement</td>
</tr>
<tr>
<td>HIS 411</td>
<td>20th Century African American Urban History</td>
</tr>
</tbody>
</table>

**Total Credits: 6**

### Regional/world cultural zones

#### Asia
Select three credits of the following:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 316</td>
<td>Vietnam War</td>
</tr>
<tr>
<td>HIS 334</td>
<td>Aspects of Chinese History</td>
</tr>
<tr>
<td>HIS 335</td>
<td>History of China</td>
</tr>
<tr>
<td>HIS 338</td>
<td>Sugar, Coffee, Rubber, Bananas: Commodities in World History</td>
</tr>
<tr>
<td>HIS 363</td>
<td>Modern South Asia</td>
</tr>
<tr>
<td>HIS 404</td>
<td>Migration and Empire</td>
</tr>
<tr>
<td>HIS 405</td>
<td>The Migration Experience: 1600-present</td>
</tr>
<tr>
<td>HIS 415</td>
<td>Religious Conflict in Modern South Asia</td>
</tr>
</tbody>
</table>

### Latin America
Select three credits of the following:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 338</td>
<td>Sugar, Coffee, Rubber, Bananas: Commodities in World History</td>
</tr>
<tr>
<td>HIS 341</td>
<td>Nineteenth Century Latin America</td>
</tr>
<tr>
<td>HIS 342</td>
<td>Twentieth Century Latin America</td>
</tr>
<tr>
<td>HIS 344</td>
<td>Colonial Latin America</td>
</tr>
<tr>
<td>HIS 347</td>
<td>A History of Greater Mexico</td>
</tr>
<tr>
<td>HIS 356</td>
<td>History of Mexico</td>
</tr>
<tr>
<td>HIS 404</td>
<td>Migration and Empire</td>
</tr>
<tr>
<td>HIS 405</td>
<td>The Migration Experience: 1600-present</td>
</tr>
</tbody>
</table>

### Europe
Select three credits of the following:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 311</td>
<td>Peace and War</td>
</tr>
<tr>
<td>HIS/ANT 312</td>
<td>Peoples and Cultures of Eastern Europe and the Former Soviet Union</td>
</tr>
<tr>
<td>HIS 314</td>
<td>The Holocaust</td>
</tr>
<tr>
<td>HIS 338</td>
<td>Sugar, Coffee, Rubber, Bananas: Commodities in World History</td>
</tr>
<tr>
<td>HIS 339</td>
<td>Russia and the Soviet Union</td>
</tr>
<tr>
<td>HIS 346</td>
<td>The Middle Ages</td>
</tr>
<tr>
<td>HIS 348</td>
<td>Renaissance and Reformation</td>
</tr>
<tr>
<td>HIS 349</td>
<td>Twentieth Century Europe</td>
</tr>
<tr>
<td>HIS 350</td>
<td>Episodes in French History</td>
</tr>
<tr>
<td>HIS 351</td>
<td>History of France: 1750-Present</td>
</tr>
<tr>
<td>HIS 352</td>
<td>Germany: 1848-1989</td>
</tr>
<tr>
<td>HIS 354</td>
<td>Spain to 1700</td>
</tr>
<tr>
<td>HIS 355</td>
<td>England to 1603</td>
</tr>
<tr>
<td>HIS 358</td>
<td>French Revolution</td>
</tr>
<tr>
<td>HIS 373</td>
<td>World War I</td>
</tr>
<tr>
<td>HIS 404</td>
<td>Migration and Empire</td>
</tr>
<tr>
<td>HIS 405</td>
<td>The Migration Experience: 1600-present</td>
</tr>
</tbody>
</table>

#### Africa
Select three credits of the following:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 338</td>
<td>Sugar, Coffee, Rubber, Bananas: Commodities in World History</td>
</tr>
<tr>
<td>HIS 385</td>
<td>Modern African History</td>
</tr>
<tr>
<td>HIS 387</td>
<td>African Novels and History</td>
</tr>
<tr>
<td>HIS 388</td>
<td>Slavery</td>
</tr>
<tr>
<td>HIS 397</td>
<td>Social History of African Nationalist Movements</td>
</tr>
<tr>
<td>HIS 398</td>
<td>Social History of Colonial Africa</td>
</tr>
<tr>
<td>HIS 404</td>
<td>Migration and Empire</td>
</tr>
<tr>
<td>HIS 405</td>
<td>The Migration Experience: 1600-present</td>
</tr>
</tbody>
</table>

### Classical world/religions
Select three credits of the following:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 204</td>
<td>Ancient Literate Civilizations</td>
</tr>
<tr>
<td>HIS 326</td>
<td>Modern Christianity</td>
</tr>
<tr>
<td>HIS 327</td>
<td>History of Buddhism</td>
</tr>
<tr>
<td>HIS 328</td>
<td>History of Hinduism</td>
</tr>
<tr>
<td>HIS 329</td>
<td>History of Islam</td>
</tr>
<tr>
<td>HIS 330</td>
<td>History of Religions</td>
</tr>
<tr>
<td>HIS 331</td>
<td>The Ancient Greek World</td>
</tr>
<tr>
<td>HIS 332</td>
<td>Ancient Rome and the Mediterranean</td>
</tr>
<tr>
<td>HIS 333</td>
<td>Christianity to 1517</td>
</tr>
<tr>
<td>HIS 340</td>
<td>Origins of Cities</td>
</tr>
<tr>
<td>HIS 353</td>
<td>Maya Civilization</td>
</tr>
<tr>
<td>HIS 365</td>
<td>Ancient Iraq</td>
</tr>
<tr>
<td>HIS 366</td>
<td>Ancient Israel</td>
</tr>
<tr>
<td>HIS 367</td>
<td>Ancient Egypt</td>
</tr>
<tr>
<td>HIS 374</td>
<td>Ancient Turkey</td>
</tr>
<tr>
<td>HIS 396</td>
<td>Ancient Syria</td>
</tr>
<tr>
<td>HIS 401</td>
<td>History and Japanese Religions</td>
</tr>
<tr>
<td>HIS 415</td>
<td>Religious Conflict in Modern South Asia</td>
</tr>
</tbody>
</table>

Teacher certification candidates must also complete GEO 200 Conservation of Global Environments (3 cr.) and EFN 200 Cooperatives (1 cr.) to fulfill statutory licensing requirements (credits do not count toward the history education major).

Additional teacher education requirements are listed in the STEP program core (p. 534).

### Degree requirements
All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 157)

### Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprd/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1
#### Fall
- HIS 101 or 102 (Gen Ed World Hist) 3
- ENG 110 or 112 (Gen Ed Literacy-Written) 3
- Gen Ed Math 4
- EDS 203 (Gen Ed Self & Society) 3
- Gen Ed Arts 3

#### Spring
- 3 Gen Ed Health & Well Being
- CST 110 (Gen Ed Literacy-Oral) 3
- 4 Gen Ed Natural Lab Science-Physical
- 3 Gen Ed Elective
- 2-3 GEO 200 (Gen Ed Global Studies)

### Year 2
#### Fall
- EDS 206 (Gen Ed Minority Cultures) 3
- HIS 200 3
- MIC 100 or BIO 100 (Gen Ed Natural Lab Science-Life) 4
- HIS Classical World/Religion Course 3
- HIS 210, 230, 240, 250, 260, or 285 (HIS Core Course) 3

#### Spring
- 3 HIS 210, 230, 240, 250, 260, or 285 (HIS Core Course) 3
- 3 HIS 210, 230, 240, 250, 260, or 285 (HIS Core Course) 3
- 3 HIS 201, 230, 240, 250, 260, or 285 (HIS Core Course) 3

### Year 3
#### Fall
- HIS Regional Course (Africa, Asia, Europe, or Latin America) 3
- US History Course 3
- HIS Regional Course (Africa, Asia, Europe, or Latin America) 3
- EFN 200 1
- EDS 319 2
- PSY 370 3

#### Spring
- Apply to the STEP Program

### Year 4
#### Fall
- US History Course 3
- Gen Ed Arts 3
- HIS Regional Course (Africa, Asia, Europe, or Latin America) 3
- HIS of Women, Gender and Sexuality Course 3
- HIS 408 4

#### Credits
- Total: 123
Social Studies Education (Broad Field) Major (Early Adolescence-Adolescence Certification) - (BS)

Generally known as the Broadfield Social Studies Program, the social studies education major allows students to complete coursework in a broad range of social studies fields across campus, while still accumulating credits in one central department. The two options of this program allow students a choice: they can earn one major and amass 20 credits in a range of other disciplines (Option A); or they can earn a minor in one program, and accumulate an even larger number of credits from those other disciplines. The BFSS program is a very clever solution to the problem of academic over-specialization: it allows future teachers to graduate without pigeon-holing them into a single specialty. Instead, they can take a wide variety of courses in many social science disciplines, thus preparing them for the varied and diverse teaching requirements of secondary education.

Teacher preparation in history

The History Department works closely with other divisions on campus on several different paths to provide a background in history for future teachers. The two major options are the history education major, (http://www.uwlax.edu/History/Teacher-Preparation) and the social studies education major (http://www.uwlax.edu/History/Teacher-Preparation/#qt-3), also known as the broad field major.

Students on these paths will need to keep track of requirements within the History Department, and also within their chosen educational program. Wherever possible, the History Department works to respond to the needs of future educators, while preparing them with current knowledge and methods from the historical profession. A variety of programs in the department – National History Day (http://www.uwlax.edu/History/National-History-Day), Phi Alpha Theta (http://www.uwlax.edu/History/Phi-Alpha-Theta), and preparation for the PRAXIS exams – respond to the unique needs of future educators.

Major requirements

Admission requirements for STEP Program (p. 534)

(Teacher certification program: early adolescence-adolescence)

54-64 credits

Choose either Option A (content major) or Option B (content minor) below:

Option A (content major) 57-64 credits

37-44 credit major in geography education, history education, political science education, or sociology education

20 credits, with a minimum of three credits, from any two of the following areas outside of the major:

<table>
<thead>
<tr>
<th>Economics</th>
<th>Geography</th>
<th>History</th>
<th>Political Science</th>
<th>Psychology</th>
<th>Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Political Science

Psychology

Sociology

Total Credits 57-64

Note: Teacher certification candidates must also complete GEO 200 Conservation of Global Environments and EFN 200 Cooperatives to fulfill statutory licensing requirements. Credits do not count toward the social studies education (broad field) major.

Option B (content minor) 54-60 credits

18-24 credit minor in one of the following:

- Economics Education
- Geography Education
- History Education
- Political Science Education
- Psychology Education
- Sociology Education

32 credits with a minimum of three credits from three of the subject areas outside of the minor selected from the following:

<table>
<thead>
<tr>
<th>Economics</th>
<th>Geography</th>
<th>History</th>
<th>Political Science</th>
<th>Psychology</th>
<th>Sociology</th>
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<tr>
<td>32</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>32</td>
</tr>
</tbody>
</table>

ECO/GEO/HIS/ POL/PSY/SOC 408

Total Credits 54-60

Note: Teacher certification candidates must also complete GEO 200 Conservation of Global Environments and EFN 200 Cooperatives to fulfill statutory licensing requirements. Credits do not count toward the social studies education (broad field) major.

Degree requirements

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 159)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or...
History Minor with Regional Emphasis

(All colleges, excluding teacher certification programs)

24 credits

Core requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 200</td>
<td>Historiography and Historical Methods 3</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 210</td>
<td>Survey of the United States</td>
<td></td>
</tr>
<tr>
<td>HIS 230</td>
<td>Survey of Ancient and Medieval Worlds</td>
<td></td>
</tr>
<tr>
<td>HIS 240</td>
<td>Survey of Modern Europe</td>
<td></td>
</tr>
<tr>
<td>HIS 250</td>
<td>The Asian World</td>
<td></td>
</tr>
<tr>
<td>HIS 260</td>
<td>Survey of the Middle East</td>
<td></td>
</tr>
<tr>
<td>HIS 285</td>
<td>Survey of Modern African History</td>
<td></td>
</tr>
</tbody>
</table>

Global-Transregional/Religions electives

Select three credits from the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 204</td>
<td>Ancient Literate Civilizations</td>
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</tr>
<tr>
<td>HIS 311</td>
<td>Peace and War</td>
<td></td>
</tr>
<tr>
<td>HIS 315</td>
<td>History of Feminist Thought</td>
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</tr>
<tr>
<td>HIS 326</td>
<td>Modern Christianity</td>
<td></td>
</tr>
<tr>
<td>HIS 327</td>
<td>History of Buddhism</td>
<td></td>
</tr>
<tr>
<td>HIS 328</td>
<td>History of Hinduism</td>
<td></td>
</tr>
<tr>
<td>HIS 329</td>
<td>History of Islam</td>
<td></td>
</tr>
<tr>
<td>HIS 330</td>
<td>History of Religions</td>
<td></td>
</tr>
<tr>
<td>HIS 333</td>
<td>Christianity to 1517</td>
<td></td>
</tr>
<tr>
<td>HIS 338</td>
<td>Sugar, Coffee, Rubber, Bananas: Commodities in World History</td>
<td></td>
</tr>
<tr>
<td>HIS 340</td>
<td>Origins of Cities</td>
<td></td>
</tr>
<tr>
<td>HIS 372</td>
<td>History of Women in the Ancient World</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 401</td>
<td>History and Japanese Religions</td>
<td></td>
</tr>
<tr>
<td>HIS 404</td>
<td>Migration and Empire</td>
<td></td>
</tr>
<tr>
<td>HIS 405</td>
<td>The Migration Experience: 1600-present</td>
<td></td>
</tr>
<tr>
<td>HIS 415</td>
<td>Religious Conflict in Modern South Asia</td>
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</tr>
</tbody>
</table>

Selected focus area

Select 12 credits from one focus area (see below lists) 12

Electives

Select three credits of electives from HIS 200, 300 or 400 level courses (excluding HIS 490) 3

Total Credits 24

European focus

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HIS 312</td>
<td>Peoples and Cultures of Eastern Europe and the Former Soviet Union</td>
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<tr>
<td>HIS 314</td>
<td>The Holocaust</td>
<td></td>
</tr>
<tr>
<td>HIS 331</td>
<td>The Ancient Greek World</td>
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<tr>
<td>HIS 332</td>
<td>Ancient Rome and the Mediterranean</td>
<td></td>
</tr>
<tr>
<td>HIS 333</td>
<td>Christianity to 1517</td>
<td></td>
</tr>
<tr>
<td>HIS 339</td>
<td>Russia and the Soviet Union</td>
<td></td>
</tr>
<tr>
<td>HIS 346</td>
<td>The Middle Ages</td>
<td></td>
</tr>
<tr>
<td>HIS 348</td>
<td>Renaissance and Reformation</td>
<td></td>
</tr>
<tr>
<td>HIS 349</td>
<td>Twentieth Century Europe</td>
<td></td>
</tr>
<tr>
<td>HIS 350</td>
<td>Episodes in French History</td>
<td></td>
</tr>
<tr>
<td>HIS 351</td>
<td>History of France: 1750-Present</td>
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<tr>
<td>HIS 352</td>
<td>Germany: 1848-1989</td>
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<tr>
<td>HIS 354</td>
<td>Spain to 1700</td>
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<tr>
<td>HIS 355</td>
<td>England to 1603</td>
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<tr>
<td>HIS 358</td>
<td>French Revolution</td>
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<tr>
<td>HIS 359</td>
<td>Women, Gender and Sexuality in Modern Europe</td>
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<tr>
<td>HIS 373</td>
<td>World War I</td>
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<tr>
<td>HIS 414</td>
<td>History of Modern Ireland</td>
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Asian focus

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<tr>
<th>Course</th>
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<tr>
<td>HIS 316</td>
<td>Vietnam War</td>
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<tr>
<td>HIS 334</td>
<td>Aspects of Chinese History</td>
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<tr>
<td>HIS 335</td>
<td>History of China</td>
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</tr>
<tr>
<td>HIS 363</td>
<td>Modern South Asia</td>
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<td>HIS 364</td>
<td>Gandhi's India</td>
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<tr>
<td>HIS 382</td>
<td>Imperialism in Asia and the Pacific</td>
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<tr>
<td>HIS 383</td>
<td>Women in South Asia</td>
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<td>HIS 384</td>
<td>The Idea of Asia</td>
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<td>HIS 394</td>
<td>Modern Japanese History</td>
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<td>HIS 395</td>
<td>Postwar Japanese History</td>
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</tr>
<tr>
<td>HIS 401</td>
<td>History and Japanese Religions</td>
<td></td>
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<tr>
<td>HIS 415</td>
<td>Religious Conflict in Modern South Asia</td>
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United States focus

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<tr>
<td>HIS 301</td>
<td>Women in the Modern United States: 1890-Present</td>
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<td>HIS 305</td>
<td>History of Motherhood in the United States</td>
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<tr>
<td>HIS 306</td>
<td>Ethnic America</td>
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<td>HIS 308</td>
<td>U.S. Reform Movements</td>
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<tr>
<td>HIS 310</td>
<td>Native American History</td>
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<tr>
<td>HIS 313</td>
<td>Colonial &amp; Revolutionary America</td>
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<td>Credits</td>
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<td>HIS 316</td>
<td>Vietnam War</td>
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<td>HIS 317</td>
<td>American Environmental History</td>
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<tr>
<td>HIS 318</td>
<td>Exhibition Development and Design I</td>
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<tr>
<td>HIS 319</td>
<td>Seminar in Twentieth Century America</td>
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<tr>
<td>HIS 320</td>
<td>Introduction to Public and Policy History</td>
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<td>HIS 321</td>
<td>Wisconsin History</td>
<td>3</td>
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<tr>
<td>HIS 322</td>
<td>History of Public Education in United States</td>
<td>3</td>
</tr>
<tr>
<td>HIS 323</td>
<td>World War II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 324</td>
<td>Civil War and Reconstruction</td>
<td>3</td>
</tr>
<tr>
<td>HIS 325</td>
<td>America in the Cold War</td>
<td>3</td>
</tr>
<tr>
<td>HIS 336</td>
<td>Hispanics in the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIS 343</td>
<td>U.S. Borderlands</td>
<td>3</td>
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<tr>
<td>HIS 345</td>
<td>U.S. - Latin American Relations</td>
<td>3</td>
</tr>
<tr>
<td>HIS 347</td>
<td>Crime and Punishment in America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 377</td>
<td>U.S. Labor History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 378</td>
<td>The History of Black Women's Activism</td>
<td>3</td>
</tr>
<tr>
<td>HIS 390</td>
<td>Public History Research</td>
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</tr>
<tr>
<td>HIS 391</td>
<td>History of Environmental Policy in the United States</td>
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</tr>
<tr>
<td>HIS 393</td>
<td>Material Culture</td>
<td>3</td>
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<tr>
<td>HIS 409</td>
<td>20th Century Civil Rights Movement</td>
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</tr>
<tr>
<td>HIS 411</td>
<td>20th Century African American Urban History</td>
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**Latin American focus**

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS 341</td>
<td>Nineteenth Century Latin America</td>
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<td>HIS 342</td>
<td>Twentieth Century Latin America</td>
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</tr>
<tr>
<td>HIS 344</td>
<td>Colonial Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 345</td>
<td>U.S. - Latin American Relations</td>
<td>3</td>
</tr>
<tr>
<td>HIS 347</td>
<td>A History of Greater Mexico</td>
<td>3</td>
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<tr>
<td>HIS 353</td>
<td>Maya Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HIS 356</td>
<td>History of Mexico</td>
<td>3</td>
</tr>
<tr>
<td>HIS 360</td>
<td>Women, Gender, and Sexuality in Latin America</td>
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**Middle Eastern focus**

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS 329</td>
<td>History of Islam</td>
<td>3</td>
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<tr>
<td>HIS 361</td>
<td>Israeli-Palestinian Conflict</td>
<td>3</td>
</tr>
<tr>
<td>HIS 362</td>
<td>Human Rights and the Middle East</td>
<td>3</td>
</tr>
<tr>
<td>HIS 365</td>
<td>Ancient Iraq</td>
<td>3</td>
</tr>
<tr>
<td>HIS 366</td>
<td>Ancient Israel</td>
<td>3</td>
</tr>
<tr>
<td>HIS 367</td>
<td>Ancient Egypt</td>
<td>3</td>
</tr>
<tr>
<td>HIS 368</td>
<td>History of Babylonian Language and Culture I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 369</td>
<td>History of Babylonian Language and Culture II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 374</td>
<td>Ancient Turkey</td>
<td>3</td>
</tr>
<tr>
<td>HIS 375</td>
<td>Iran before Islam</td>
<td>3</td>
</tr>
<tr>
<td>HIS 389</td>
<td>Women and Gender in the Middle East</td>
<td>3</td>
</tr>
<tr>
<td>HIS 396</td>
<td>Ancient Syria</td>
<td>3</td>
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**Africa and African diaspora focus**

<table>
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<th>Title</th>
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<tbody>
<tr>
<td>HIS 379</td>
<td>African Environmental History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 380</td>
<td>Beyond Rwanda: War and Genocide in Africa's Great Lakes</td>
<td>3</td>
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<tr>
<td>HIS 381</td>
<td>Health and Healing in African History</td>
<td>3</td>
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<tr>
<td>HIS 385</td>
<td>Modern African History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 386</td>
<td>Women and Gender in Africa</td>
<td>3</td>
</tr>
<tr>
<td>HIS 387</td>
<td>African Novels and History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 397</td>
<td>Social History of African Nationalist Movements</td>
<td>3</td>
</tr>
<tr>
<td>HIS 398</td>
<td>Social History of Colonial Africa</td>
<td>3</td>
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<tr>
<td>HIS 409</td>
<td>20th Century Civil Rights Movement</td>
<td>3</td>
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<tr>
<td>ARC 312</td>
<td>African Archaeology</td>
<td>3</td>
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<tr>
<td>ARC/ANT 357</td>
<td>Peoples and Cultures of Africa</td>
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<tr>
<td>GEO 312</td>
<td>Geography of Africa</td>
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</table>

**History Minor with Topical Emphasis**

(All colleges, excluding teacher certification programs)

24 credits

**Core requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 200</td>
<td>Historiography and Historical Methods</td>
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<tr>
<td>HIS 210</td>
<td>Survey of the United States</td>
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</tr>
<tr>
<td>HIS 230</td>
<td>Survey of Ancient and Medieval Worlds</td>
<td></td>
</tr>
<tr>
<td>HIS 240</td>
<td>Survey of Modern Europe</td>
<td></td>
</tr>
<tr>
<td>HIS 250</td>
<td>The Asian World</td>
<td></td>
</tr>
<tr>
<td>HIS 260</td>
<td>Survey of the Middle East</td>
<td></td>
</tr>
</tbody>
</table>

**Topical emphasis**

Select one of the three emphases, with no more than six credits of that 15 coming from disciplines outside the Department of History (see below)

**Total Credits** 24

**Topical emphasis:**

**Cultural and social history**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIS 311</td>
<td>Peace and War</td>
<td>3</td>
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<td>HIS 387</td>
<td>African Novels and History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 392</td>
<td>History Through Film</td>
<td>3</td>
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<tr>
<td>HIS 397</td>
<td>Social History of African Nationalist Movements</td>
<td>3</td>
</tr>
<tr>
<td>HIS 398</td>
<td>Social History of Colonial Africa</td>
<td>3</td>
</tr>
<tr>
<td>HIS 404</td>
<td>Migration and Empire</td>
<td>3</td>
</tr>
<tr>
<td>HIS 405</td>
<td>The Migration Experience: 1600-present</td>
<td>3</td>
</tr>
<tr>
<td>HIS 406</td>
<td>Topics in Social History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 407</td>
<td>Government and Society</td>
<td>3</td>
</tr>
<tr>
<td>HIS 412</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HIS 413</td>
<td>Topics in Cultural History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 450</td>
<td>History Internship/Field Experience</td>
<td>3-12</td>
</tr>
<tr>
<td>ENG 301</td>
<td>Foundations for Literary Studies</td>
<td>4</td>
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<tr>
<td>ENG 348</td>
<td>Studies in Film Literature</td>
<td>4</td>
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<tr>
<td>WGS 210</td>
<td></td>
<td>3</td>
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<tr>
<td>WGS 373</td>
<td>Gender and Human Rights</td>
<td>3</td>
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<tr>
<td>WGS/SOC 375</td>
<td>Lesbian Studies</td>
<td>3</td>
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<tr>
<td>ART 251</td>
<td>Art History I: History of Art &amp; Visual Culture</td>
<td>3</td>
</tr>
<tr>
<td>ART 252</td>
<td>Art History II: Global, Local, and Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 301</td>
<td>World Art</td>
<td>3</td>
</tr>
</tbody>
</table>
Public and policy history

HIS 320  Introduction to Public and Policy History  3
HIS 322  History of Public Education in United States  3
HIS 391  History of Environmental Policy in the United States  3
HIS 393  Material Culture  3
HIS 403  3
HIS 407  Government and Society  3
HIS 450  History Internship/Field Experience  3-12
PUB 210  Introduction to Public Administration  3
PUB 330  Public Policy  3
PUB 334  Health Policy  3
PUB 338  Environmental Policy  3
GEO 385  Introduction to Geographic Information System and Science  3
ENG 314  Grant Writing  1  3
ENG 327  Publishing in a Digital Age  1  3
ENG 335  Introduction to Professional Writing  1  3
ARC 300  Cultural Resources Management  1  3

1  Technical skills courses: Students are encouraged to complete three credits or more from this subset of courses.

Religious studies

HIS 205  Ethics and Religion  3
HIS 326  Modern Christianity  3
HIS 327  History of Buddhism  3
HIS 328  History of Hinduism  3
HIS 329  History of Islam  3
HIS 330  History of Religions  3
HIS 333  Christianity to 1517  3
HIS 401  History and Japanese Religions  3
HIS 415  Religious Conflict in Modern South Asia  3
HIS 450  History Internship/Field Experience  3-12
SOC 315  Religion and Society  3
ANT 320  Rites, Rituals and Ceremonies  3
WGS 330/  Topics: Women, Gender, and Society  1-3
SOC 399

PHL 310  Metaphysics  3
PHL 331  Philosophy of Religion  3
PHL 336  International Multicultural Philosophy  3
PHL 349  Asian Philosophy  3
PHL 352  Chinese Philosophy  3
PHL 360  Zen Buddhism  3
PHL 431  Advanced Philosophy of Religion  3

History Minor with World History Emphasis

(All colleges, excluding teacher certification programs)

24 credits

Core requirements

HIS 200  Historiography and Historical Methods  3

Select one of the following:  3

HIS 210  Survey of the United States
HIS 230  Survey of Ancient and Medieval Worlds
HIS 240  Survey of Modern Europe
HIS 250  The Asian World
HIS 260  Survey of the Middle East
HIS 285  Survey of Modern African History

Categories

Select three credits from U.S. History (see below)  3
Select three credits from any two regional cultural zones from Regional/World Culture (see below)  6
Select three credits from Ancient/Classical/Religion (see below)  3
Select three credits from Global/Transregional History (see below)  3

Electives

Select three credits of electives from HIS 200/300 level courses  3

Total Credits  24

U.S. History

Select one of the following:  3

HIS/WGS 301  Women in the Modern United States: 1890-Present
HIS/WGS 305  History of Motherhood in the United States
HIS 306  Ethnic America
HIS 308  U.S. Reform Movements
HIS 310  Native American History
HIS 313  Colonial & Revolutionary America
HIS 316  Vietnam War
HIS 317  American Environmental History
HIS 318  Exhibition Development and Design I
HIS 319  Seminar in Twentieth Century America
HIS 320  Introduction to Public and Policy History
HIS 321  Wisconsin History
HIS 322  History of Public Education in United States
HIS 324  Civil War and Reconstruction
HIS 325  America in the Cold War
HIS 336  Hispanics in the United States
HIS 343  U.S. Borderlands
HIS 345  U.S. - Latin American Relations
HIS/WGS 370  The History of Black Women's Activism
HIS 377  U.S. Labor History
HIS 378  History of the U.S. West
HIS 390  Public History Research
HIS 391  History of Environmental Policy in the United States
HIS 393  Material Culture
HIS 407  Government and Society
HIS/ERS 409  20th Century Civil Rights Movement
HIS/ERS 411  20th Century African American Urban History

Total Credits  3

Regional/World Culture Zones

Select one from any two regional cultural zones:  6

Asia

HIS 316  Vietnam War
HIS 334  Aspects of Chinese History
HIS 335  History of China
HIS 363  Modern South Asia
HIS 364  Gandhi’s India
HIS 382  Imperialism in Asia and the Pacific
HIS 383  Women in South Asia
HIS 384  The Idea of Asia
HIS 394  Modern Japanese History
HIS 395  Postwar Japanese History
HIS 401  History and Japanese Religions
HIS 415  Religious Conflict in Modern South Asia

**Latin America**

HIS 341  Nineteenth Century Latin America
HIS 342  Twentieth Century Latin America
HIS 344  Colonial Latin America
HIS 345  U.S.-Latin American Relations
HIS 347  A History of Greater Mexico
HIS 356  History of Mexico
HIS 360  Women, Gender, and Sexuality in Latin America
HIS 311  Peace and War
HIS/ANT 312  Peoples and Cultures of Eastern Europe and the Former Soviet Union
HIS 314  The Holocaust
HIS 339  Russia and the Soviet Union
HIS 346  The Middle Ages
HIS 348  Renaissance and Reformation
HIS 349  Twentieth Century Europe
HIS 350  Episodes in French History
HIS 351  History of France: 1750-Present
HIS 352  Germany: 1848-1989
HIS 354  Spain to 1700
HIS 355  England to 1603
HIS 358  French Revolution
HIS 359  Women, Gender and Sexuality in Modern Europe
HIS 373  World War I
HIS 414  History of Modern Ireland

**Europe**

HIS/ARC 204  Ancient Literate Civilizations
HIS/ARC 295  Pyramids, Temples and Towns! The Archaeology of Ancient Egypt
HIS 326  Modern Christianity
HIS 327  History of Buddhism
HIS 328  History of Hinduism
HIS 329  History of Islam
HIS 330  History of Religions
HIS/ARC 331  The Ancient Greek World
HIS/ARC 332  Ancient Rome and the Mediterranean
HIS 333  Christianity to 1517
HIS/ARC 340  Origins of Cities
HIS/ANT/ARC 353  Maya Civilization
HIS/ARC 365  Ancient Iraq
HIS/ARC 366  Ancient Israel
HIS/ARC 367  Ancient Egypt
HIS/ARC 368  History of Babylonian Language and Culture I
HIS/ARC 369  History of Babylonian Language and Culture II
HIS/ARC 374  Ancient Turkey
HIS/ARC 375  Iran before Islam
HIS/ARC 396  Ancient Syria
HIS 401  History and Japanese Religions
HIS 415  Religious Conflict in Modern South Asia

**Global/Transregional**

Select one of the following: 3

HIS 306  Ethnic America
HIS/WGS 315  History of Feminist Thought
HIS 323  World War II
HIS 326  Modern Christianity
HIS 327  History of Buddhism
HIS 328  History of Hinduism
HIS 329  History of Islam
HIS 330  History of Religions
HIS 333  Christianity to 1517
HIS 338  Sugar, Coffee, Rubber, Bananas: Commodities in World History
HIS 382  Imperialism in Asia and the Pacific
HIS 388  Slavery
HIS 404  Migration and Empire
HIS 405  The Migration Experience: 1600-present
HIS 414  History of Modern Ireland

**Total Credits** 3

**History Education Minor**

(Teacher certification programs)

24 credits

**Core requirements**

Select one of the following: 3

HIS 200  Historiography and Historical Methods
HIS 210  Survey of the United States
HIS 230  Survey of Ancient and Medieval Worlds
HIS 240  Survey of Modern Europe  
HIS 250  The Asian World  
HIS 285  Survey of Modern African History

Categories
Select three credits from History of women, gender and sexuality (see below)  3
Select three credits from U.S. history (see below)  3
Select three credits from any two regional cultural zones from Regional/world culture (see below)  6
Select three credits from Classical world/religions (see below)  3
Electives  3
Total Credits  24

History of women, gender and sexuality
Select one of the following:  3
   HIS 301  Women in the Modern United States: 1890-Present
   HIS 305  History of Motherhood in the United States
   HIS 315  History of Feminist Thought
   HIS 359  Women, Gender and Sexuality in Modern Europe
   HIS 370  The History of Black Women's Activism
   HIS 372  History of Women in the Ancient World
   HIS 386  Women and Gender in Africa
   HIS 389  Women and Gender in the Middle East
Total Credits  3

U.S. history
Select one of the following:  3
   HIS 308  U.S. Reform Movements
   HIS 310  Native American History
   HIS 313  Colonial & Revolutionary America
   HIS 316  Vietnam War
   HIS 317  American Environmental History
   HIS 318  Exhibition Development and Design I
   HIS 319  Seminar in Twentieth Century America
   HIS 320  Introduction to Public and Policy History
   HIS 321  Wisconsin History
   HIS 323  World War II
   HIS 324  Civil War and Reconstruction
   HIS 325  America in the Cold War
   HIS 336  Hispanics in the United States
   HIS 343  U.S. Borderlands
   HIS 345  U.S. - Latin American Relations
   HIS 377  U.S. Labor History
   HIS 378  History of the U.S. West
   HIS 393  Material Culture
   HIS 409  20th Century Civil Rights Movement
   HIS 411  20th Century African American Urban History
Total Credits  3

Regional/world culture
Select one from any two regional cultural zones:  6
   Asia
      HIS 316  Vietnam War

Classical world/religions
Select one from the following:  3
   HIS 204  Ancient Literate Civilizations
   HIS 26  Modern Christianity
   HIS 327  History of Buddhism
HIS 328  History of Hinduism
HIS 329  History of Islam
HIS 330  History of Religions
HIS 331  The Ancient Greek World
HIS 332  Ancient Rome and the Mediterranean
HIS 333  Christianity to 1517
HIS 340  Origins of Cities
HIS 353  Maya Civilization
HIS 356  Ancient Israel
HIS 365  Ancient Iraq
HIS 366  Ancient Egypt
HIS 367  Ancient Turkey
HIS 396  Ancient Syria
HIS 415  Religious Conflict in Modern South Asia

Electives
Electives from HIS 200-300 level courses

Teacher certification candidates must also complete GEO 200 and EFN 200 to fulfill statutory licensing requirements (credits do not count toward the history education minor); in addition, early adolescence-adolescence candidates must also complete HIS 408 unless a major in social studies (broad field) education, geography education, political science education, or sociology education is completed.

International Studies Program (INS)

College of Liberal Studies
Program Director: Adam Van Liere
423C Wimberly Hall, 608.785.6956
Email: avanliere@uwla.edu

www.uwlax.edu/cls/international-studies

Program Mission

The International Studies program provides students with a quality interdisciplinary and multidisciplinary undergraduate education that encourages them to think beyond boundaries and examine a broad array of cultural, economic, environmental, geographic, historical, natural, political and social interactions and relationships that shape our world.

The International Studies program also provides members of the campus community with opportunities to connect theory and practice through outreach programs, engaged scholarship, and the promotion of activities that examine connections between the local and the global, and to engage in opportunities that explore the world.

Minors

- International studies minor (p. 165)
- International studies minor: African emphasis (p. 166)
- International studies minor: Asian emphasis (p. 166)
- International studies minor: European emphasis (p. 167)
- International studies minor: Latin American emphasis (p. 167)
- International studies minor: Middle Eastern emphasis (p. 168)

International Studies Minor

The international studies minor offers an array of elective courses which focus on global or international phenomena that may also have local implications, compare subjects across many regions of the world, develop skills and abilities for meaningful cross-cultural and transnational interactions, and more.

Minor requirements

(All colleges)

18 credits, at least 9 credits of which must be at the 300/400 level.

International studies foundation:
Select one from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 212/ECO 212/PHL 212/POL 212/WGS 212</td>
<td>Search for Economic Justice</td>
</tr>
</tbody>
</table>

Required capstone course:

- INS 494  Engaging Global Challenges and Opportunities

International studies electives:
Select an additional twelve credits of electives from at least three different disciplines on the international studies elective list (see below) and at least six of these credits must be at the 300/400 level.

Total Credits

18

International studies minors may apply a maximum of six credits from another major or minor.

A maximum of six credits are allowed to overlap between general education requirements and the minor.

International studies electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 196</td>
<td>Introduction to Linguistic Anthropology</td>
</tr>
<tr>
<td>ANT 215</td>
<td>Refugees, Displaced Persons &amp; Transnational Communities</td>
</tr>
<tr>
<td>ANT 307</td>
<td>International Development and Culture Change</td>
</tr>
<tr>
<td>ANT 320</td>
<td>Rites, Rituals and Ceremonies</td>
</tr>
<tr>
<td>ANT 323</td>
<td>Anthropology of Childhood and Youth</td>
</tr>
<tr>
<td>ANT/ERS 362</td>
<td>Hmong Americans</td>
</tr>
<tr>
<td>ANT 366</td>
<td>Anthropology of Food</td>
</tr>
<tr>
<td>ANT 370</td>
<td>Medical Anthropology</td>
</tr>
<tr>
<td>ANT/ARC 304</td>
<td>Hunter and Gatherer Societies</td>
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<tr>
<td>ANT/ARC 305</td>
<td>Indigenous Agricultural Societies: Past &amp; Present</td>
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<tr>
<td>ANT/ARC 330</td>
<td>Pastoralism: Past and Present</td>
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<tr>
<td>ARC 200</td>
<td>World Archaeology: Origins and Development of Human Culture and Society</td>
</tr>
<tr>
<td>ARC/HIS 340</td>
<td>Origins of Cities</td>
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<tr>
<td>ARC/HIS 372</td>
<td>History of Women in the Ancient World</td>
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<td>CHI 202</td>
<td>Intermediate Chinese II</td>
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<td>ECO 120</td>
<td>Global Macroeconomics</td>
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<tr>
<td>ECO 340</td>
<td>Introduction to International Economics</td>
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<td>ECO 375</td>
<td>Economic Development</td>
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<td>ENG 208</td>
<td>International Studies in Literature</td>
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<td>ENG 331</td>
<td>Introduction to Linguistics</td>
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<td>ENG 334</td>
<td>Language Study for Teachers</td>
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<tr>
<td>ENG 357</td>
<td>World Literature</td>
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</table>
International Studies Minor: African Emphasis

ESC 211 Global Warming and Climate Change 3
ESC/GEO 321 Sustainable Development and Conservation 3
FRE 202 Intermediate French II 3
FRE 322 French without Borders 3
GEO 110 World Cultural Regions 3
GEO 300 Population Geography 3
GEO 306 Economic Geography 3
GEO 307 Political Geography 3
GEO 340 Earth's Polar Regions 3
GER 202 Intermediate German II 4
GER 398 German Thinkers and Popular Culture 3
HIS 306 Ethnic America 3
HIS 336 Hispanics in the United States 3
HIS 337 La Crosse Wisconsin in World History 3
HIS 338 Sugar, Coffee, Rubber, Bananas: Commodities in World History 3
HIS 345 U.S. - Latin American Relations 3
HIS 404 Migration and Empire 3
MIC 130 Global Impact of Infectious Disease 3
MLG 345 Intercultural Interactions 3
PHY 142 Navigating Global Nuclear Issues 3
POL 234 Comparative Politics 3
POL 244 International Relations 3
POL 330 Politics of Developing Areas 3
POL 331 Politics of Democratization 3
POL 344 Global Governance 3
POL 345 International Law 3
POL 346 Model UN: The United Nations System 3
PSY 282 Cross-Cultural Psychology 3
PSY 285 Culture and Mental Health 3
SOC/WGS 316 Gender, Sexuality, and Social Change in Religion 3
SOC 320 Demography 3
SOC/WGS 337 Globalization, Women, and Work 3
SOC 404 Global Inequality 3
SOC 342 Latino/a Experiences in the U.S. 3
WGS 373 Gender and Human Rights 3

African emphasis electives:
Select an additional twelve credits of electives from at least three different disciplines on the African emphasis list (see below) and at least six of these credits must be at the 300/400 level.

Additional courses not listed above may be counted towards the INS minor as long as they satisfy at least one of the program learning outcomes. Please contact the INS Director for more information.

International studies minors may apply a maximum of six credits from another major or minor.

A maximum of six credits are allowed to overlap between general education requirements and the minor.

African emphasis electives
ARC/HIS 295 Pyramids, Temples and Towns! The Archaeology of Ancient Egypt 3
ARC 312 African Archaeology 3
ARC/ANT 357 Peoples and Cultures of Africa 3
FRE 202 Intermediate French II 3
GEO 312 Geography of Africa 3
HIS 285 Survey of Modern African History 3
HIS 397 Social History of African Nationalist Movements 3
HIS 398 Social History of Colonial Africa 3
MLG 202 World Languages: Intermediate II 4
POL 337 African Government and Politics 3
POL 437 Women and Politics in Africa 3

1 Students may apply MLG 202 World Languages: Intermediate II (4 cr.) to the African emphasis if it is Arabic.

Additional courses not listed above may be counted towards the INS African emphasis minor as long as they satisfy at least one of the program learning outcomes. Please contact the INS Director for more information.

International Studies Minor: Asian Emphasis

Minor requirements
(All colleges)
18 credits, at least 9 credits of which must be at the 300/400 level.

International studies foundation:
Select one from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 202/ECO 202/GE 202/HIS 202/POL 202/SOC 202</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary Global Issues</td>
<td></td>
</tr>
<tr>
<td>ANT 212/ECO 212/PHL 212/POL 212/WGS 212 Search for Economic Justice</td>
<td></td>
</tr>
</tbody>
</table>

Required capstone course:
INS 494 Engaging Global Challenges and Opportunities 3

Asian emphasis electives:
Select an additional twelve credits of electives from at least three different disciplines on the Asian emphasis list (see below) and at least six of these credits must be at the 300/400 level.

Total Credits 18

International studies minors may apply a maximum of six credits from another major or minor.

Additional courses not listed above may be counted towards the INS Asian emphasis minor as long as they satisfy at least one of the program learning outcomes. Please contact the INS Director for more information.
A maximum of six credits are allowed to overlap between general education requirements and the minor.

**Asian emphasis electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 215</td>
<td>Refugees, Displaced Persons &amp; Transnational Communities</td>
<td>3</td>
</tr>
<tr>
<td>ANT 351</td>
<td>Peoples and Cultures of Southeast Asia</td>
<td>3</td>
</tr>
<tr>
<td>ANT/ERS 362</td>
<td>Hmong Americans</td>
<td>3</td>
</tr>
<tr>
<td>CHI 202</td>
<td>Intermediate Chinese II</td>
<td>4</td>
</tr>
<tr>
<td>CHI 305</td>
<td>Introduction to Modern Chinese Literature</td>
<td>3</td>
</tr>
<tr>
<td>CHI 320</td>
<td>Introduction to Chinese Civilization</td>
<td>3</td>
</tr>
<tr>
<td>GEO 328</td>
<td>Geography of East and Southeast Asia</td>
<td>3</td>
</tr>
<tr>
<td>GEO 331</td>
<td>Geography of the Middle East, Central and South Asia</td>
<td>3</td>
</tr>
<tr>
<td>HIS 327</td>
<td>History of Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>HIS 328</td>
<td>History of Hinduism</td>
<td>3</td>
</tr>
<tr>
<td>HIS 364</td>
<td>Gandhi's India</td>
<td>3</td>
</tr>
<tr>
<td>MLG 202</td>
<td>World Languages: Intermediate II 1</td>
<td>4</td>
</tr>
<tr>
<td>PHL 349</td>
<td>Asian Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHL 360</td>
<td>Zen Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>POL 333</td>
<td>Asian Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 433</td>
<td>Women and Politics in Asia</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Students may apply MLG 202 World Languages: Intermediate II (4 cr.) to the Asian emphasis if it is Japanese.

Additional courses not listed above may be counted towards the INS Asian emphasis minor as long as they satisfy at least one of the program learning outcomes. Please contact the INS Director for more information.

**International Studies Minor: European Emphasis**

**Minor requirements**

(All colleges)

18 credits, at least 9 credits of which must be at the 300/400 level.

**International studies foundation:**

Select one from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 212/ECO 212/PHL 212/POL 212/WGS 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

Required capstone course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INS 494</td>
<td>Engaging Global Challenges and Opportunities</td>
<td>3</td>
</tr>
</tbody>
</table>

**European emphasis electives:**

Select an additional twelve credits of electives from at least three different disciplines on the European emphasis list (see below) and at least six of these credits must be at the 300/400 level.

Total Credits 18

International studies minors may apply a maximum of six credits from another major or minor.

A maximum of six credits are allowed to overlap between general education requirements and the minor.

**European emphasis electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT/HIS 312</td>
<td>Peoples and Cultures of Eastern Europe and the Former Soviet Union</td>
<td>3</td>
</tr>
<tr>
<td>ENG 203</td>
<td>English Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 204</td>
<td>English Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 362</td>
<td>English Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ENG 366</td>
<td>Restoration and 18th Century British Literature</td>
<td>3</td>
</tr>
<tr>
<td>FRE 202</td>
<td>Intermediate French II</td>
<td>3</td>
</tr>
<tr>
<td>GEO 304</td>
<td>Geography of Europe</td>
<td>3</td>
</tr>
<tr>
<td>GER 202</td>
<td>Intermediate German II</td>
<td>4</td>
</tr>
<tr>
<td>GER 300</td>
<td>Advanced German</td>
<td>3</td>
</tr>
<tr>
<td>GER 301</td>
<td>An Introduction to German Literature</td>
<td>3</td>
</tr>
<tr>
<td>GER 399</td>
<td>German Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>HIS 314</td>
<td>The Holocaust</td>
<td>3</td>
</tr>
<tr>
<td>HIS 326</td>
<td>Modern Christianity</td>
<td>3</td>
</tr>
<tr>
<td>HIS 359</td>
<td>Women, Gender and Sexuality in Modern Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 373</td>
<td>World War I</td>
<td>3</td>
</tr>
<tr>
<td>POL 334</td>
<td>Post-Communist Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 338</td>
<td>European Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>RUS 202</td>
<td>Intermediate Russian II</td>
<td>4</td>
</tr>
<tr>
<td>SPA 202</td>
<td>Intermediate Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>SPA 320</td>
<td>Spanish Civilization</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional courses not listed above may be counted towards the INS European emphasis minor as long as they satisfy at least one of the program learning outcomes. Please contact the INS Director for more information.

**International Studies Minor: Latin American Emphasis**

**Minor requirements**

(All colleges)

18 credits, at least 9 credits of which must be at the 300/400 level.

**International studies foundation:**

Select one from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 212/ECO 212/PHL 212/POL 212/WGS 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

Required capstone course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INS 494</td>
<td>Engaging Global Challenges and Opportunities</td>
<td>3</td>
</tr>
</tbody>
</table>

**Latin American emphasis electives:**

Select an additional twelve credits of electives from at least three different disciplines on the Latin American emphasis list (see below) and at least six of these credits must be at the 300/400 level.

Total Credits 18

International studies minors may apply a maximum of six credits from another major or minor.

A maximum of six credits are allowed to overlap between general education requirements and the minor.
Latin American emphasis

ANT 290  Andean Anthropology  3
ANT/ARC/HIS 353  Maya Civilization  3
ANT 354  Peoples and Cultures of Latin America  3
ARC 280  The Incas and their Ancestors: Archaeology of the Andes  3
GEO 318  The Geography of Latin America & the Caribbean  3
HIS 336  Hispanics in the United States  3
HIS 341  Nineteenth Century Latin America  3
HIS 342  Twentieth Century Latin America  3
HIS 344  Colonial Latin America  3
HIS 345  U.S. - Latin American Relations  3
HIS 347  A History of Greater Mexico  3
HIS 356  History of Mexico  3
POL 339  Contemporary Latin America  3
POL 439  Women and Politics in Latin America  3
SOC 342  Latino/a Experiences in the U.S.  3
SPA 202  Intermediate Spanish II  4
SPA 305  Introduction to Hispanic Literature  3
SPA 321  Spanish American Civilization  3
SPA 351  Films in Spanish  4

Additional courses not listed above may be counted towards the INS Latin American emphasis minor as long as they satisfy at least one of the program learning outcomes. Please contact the INS Director for more information.

International Studies Minor: Middle Eastern Emphasis

Minor requirements

(All colleges)

18 credits, at least 9 credits of which must be at the 300/400 level.

International studies foundation:

Select one from:  3

- ANT 212/ECL 212/PHL 212/POL 212/WGS 212 Search for Economic Justice

Required capstone course:  3

- INS 494 Engaging Global Challenges and Opportunities

Middle Eastern emphasis electives:

Select an additional twelve credits of electives from at least three different disciplines on the Middle Eastern emphasis list (see below) and at least six of these credits must be at the 300/400 level.

Total Credits  18

International studies minors may apply a maximum of six credits from another major or minor.

A maximum of six credits are allowed to overlap between general education requirements and the minor.

Middle Eastern emphasis electives

ARC/HIS 295  Pyramids, Temples and Towns! The Archaeology of Ancient Egypt  3
FRE 202  Intermediate French II  3
GEO 331  Geography of the Middle East, Central and South Asia  3
HIS 260  Survey of the Middle East  3
HIS 329  History of Islam  3
HIS 361  Israeli-Palestinian Conflict  3
HIS 362  Human Rights and the Middle East  3
HIS 389  Women and Gender in the Middle East  3
MLG 202  World Languages: Intermediate II  4
POL 336  Middle Eastern Government and Politics  3
POL 436  Women and Politics in the Middle East  3

1  Students may apply MLG 202 World Languages: Intermediate II (4 cr.) to the Middle Eastern emphasis if it is Arabic.

Additional courses not listed above may be counted towards the INS Middle Eastern emphasis minor as long as they satisfy at least one of the program learning outcomes. Please contact the INS Director for more information.

Latina/o and Latin American Studies

College of Liberal Studies
Institute Director: Omar Granados
329B Graff Main Hall, 608.785.5243
Institute office: 315 Graff Main Hall
E-mail: ogranados@uwlax.edu

Institute for Latina/o and Latin American Studies

The Institute for Latin American Studies (http://www.uwlax.edu/latin-american-studies) was organized in 1974 to call attention to the variety of courses dealing with Latin America. It promotes contact among professors with Latin American specialties, seeks to respond to student and community groups and presents speakers and other programs. The UW-L Institute is linked with other Latin Americanists in the UW System via the Center for Caribbean and Latin American Studies at UW-Milwaukee, and works to promote awareness of the Latina/o community in the region. Activities include Hispanic Heritage Month (September-October), Visiting Scholar Artist of Color Program, film and lecture series, and the annual La Crosse Area Latina/o Collaborative Workshop on Teaching, Service, and Research.

See the international studies minor with Latin American emphasis (p. 167) for the related academic program.

Liberal Studies Program (LS)

Liberal Studies career courses
Housed in the Department of Women’s, Gender and Sexuality Studies
WGSS Department Chair: Deborah Hoskins
4302 Centennial Hall; 608.785.8357
Email: dhoskins@uwlax.edu
The Army ROTC Basic Course consists of two first year-level courses (MS 101 Introduction to the Army Profession and MS 102 Basic Leadership) and two sophomore-level courses (MS 201 Individual Leadership Studies and MS 202 Leadership and Teamwork); the four courses total eight credits. The first year courses focus on the introduction to the Army profession and officership. The sophomore courses focus on the experiential examination of leadership, decision-making, and group dynamics. By the end of the Army ROTC Basic Course, students will possess a basic understanding of the unique aspects of the officer corps, fundamentals of leadership and decision-making, the Army’s institutional values, and principles of individual fitness and healthy lifestyles. All basic course lessons emphasize student classroom practical exercises, inspire intellectual curiosity, and stimulate self-study.

Army ROTC advanced course

The Army ROTC Advanced Course consists of three distinct components: The leadership and decision-making training of the MS III, or junior year; the Cadet Leaders Course (CLC); and lessons that guide the student in a transition from Cadet to Army officer during the MS IV, or senior year. Advanced Course lessons are carefully sequenced, linked, and progressive in their treatment of key officer knowledge and competencies. The ROTC Advanced Course consists of 15 credit hours, acquired through MS 301 Leadership & Problem Solving, MS 302 Leadership and Ethical Decision Making, MS 401 Leadership and Management, MS 402 American Military History, and MS 403 Officership as described below. The prerequisite for the ROTC Advanced Course is the ROTC Basic Course. This requirement can also be fulfilled by attending an ROTC internship known as the Cadet Initial Entry Training (CIET). Additionally, basic course requirements are automatically met by veterans, Army Reservists, and National Guardsmen now enrolled in school who possess a minimum of 54 credit hours and have graduated from a basic training course from any of the armed services.

Internships

The military science department offers two types of internships that may, upon mutual agreement between the student’s college and the professor of military science, fulfill other academic internship requirements.

Leadership internship (No military obligation incurred)

The Cadet Initial Entry Training (CIET) is a paid, no obligation, four-week course held at Fort Knox, KY. This internship is high adventure, activity-based training that develops leadership, decision-making, and management skills. This internship is available to any sophomore or junior with four semesters of undergraduate study remaining, provided they have not already completed a basic military training course in any of the armed services. Motivation, initiative, and a drive for adventure are the key characteristics one must possess upon entering this internship. Upon completion, the student may receive additional credit hours and have the opportunity to enter the ROTC Advanced Course to pursue a commission as a Second Lieutenant in the Army.

Cadet Leaders Course (CLC)

(An internship opportunity worth 3-12 credits, given prior coordination and consent from the student’s college and the professor of military science)

The CLC provides the single most important block of training and evaluation in the progression of an Army cadet. Throughout the 29 CLC training days at Fort Knox, KY, cadets encounter stress-inducing physical and mental obstacles, which challenge them as individuals, soldiers, and leaders. The CLC uses small unit tactical training as the vehicle for further developing self-confidence and evaluating a cadet’s leadership abilities and potential to serve as a commissioned officer. Prerequisites for CLC attendance are MS 301, MS 302 and an Army contractual obligation for service as a commissioned officer.

2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor of Military Science and Department Chair

LTC Jane E. Brannan

Senior Military Instructor

MSG Benjamin Loggins

Assistant Professor of Military Science

MAJ G. Andrew Sole

Assistant Professor of Military Science

CPT Timothy Humphries

Instructor of Military Science

SFC Zachary Larson
Military Science Minor

Wisconsin National Guard Liaison
SFC Stan Grandt

Recruiting Operations Officer
Keith Purnell

Supply Technician
Kevin Strait

University Program Associate
Charise Bock

Minor
• Military science minor (p. 170)

Military Science Minor

Minor requirements
(All colleges)

25 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 301</td>
<td>Leadership &amp; Problem Solving</td>
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</tr>
<tr>
<td>MS 302</td>
<td>Leadership and Ethical Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MS 401</td>
<td>Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>MS 402</td>
<td>American Military History</td>
<td>3</td>
</tr>
<tr>
<td>MS 403</td>
<td>Officership</td>
<td>3</td>
</tr>
<tr>
<td>WGS 255</td>
<td>Women in the Military</td>
<td>1</td>
</tr>
<tr>
<td>ENG 308</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEO 110</td>
<td>World Cultural Regions</td>
<td>3</td>
</tr>
<tr>
<td>GEO 300</td>
<td>Population Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEO 307</td>
<td>Political Geography</td>
<td></td>
</tr>
<tr>
<td>POL 202</td>
<td>Contemporary Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>POL 234</td>
<td>Comparative Politics</td>
<td></td>
</tr>
</tbody>
</table>

Select three of the following: 9

Students must complete the Leadership Development and Assessment Course (no credit) or a three credit community leadership internship (CEI 450).

Modern Languages Department (MLG)

College of Liberal Studies
Department Chair: Marie Moeller
315A Graff Main Hall; 608.785.6928
Email: mmoeller@uwlax.edu

www.uwlax.edu/modern-languages

Our mission as a Department of Modern Languages is to develop students’ linguistic and cultural competence, including effective communication, critical thinking, and leadership skills. As a key cultural center within UWL, our charge is to prepare students to engage in, contribute to, and serve constantly evolving and diverse regional, national, and world communities. We pride ourselves on excellence in teaching, and we work diligently to let students see how welcome and valued they are in our department. Each member of the faculty has traveled, studied, and lived in the cultures that speak the language(s) in which she/he specializes. If you are interested in participating in a study abroad program, we likely have a faculty member who is familiar with or specializes in that region and can help you prepare for your intercultural experience.

The Department of Modern Languages offers majors and minors in French, German studies, and Spanish (with education majors and minors and business concentrations for each of these languages); minors in Chinese studies and teaching English to speakers of other languages (TESOL); certificates in French studies and Russian studies; and courses in Arabic, Japanese, and Hmong.

A student who plans to continue a language already studied in high school must take the UW System Foreign Language Placement Test in order to determine the appropriate course level. Following the appropriate course placement as indicated by this test should help assure receipt of retroactive credits, but does not guarantee them.

Modern Languages retroactive credit and advanced placement policy

The Department of Modern Languages does not offer an exam to establish retroactive credit or advanced placement. Instead, a student may receive retroactive credits provided a grade of “B” or better is earned in the student’s first university course above the 101 level in a particular language. However, if a student received college credit for a course taken while still in high school (through advanced placement, Youth Options, or other cooperative agreements between secondary schools and colleges/ universities), received a grade of “B” or better (if a grade was given), and did not receive retroactive credits at that time, retroactive credits may be awarded upon completion of the next level course at UW-La Crosse with a grade of “B” or higher. Please consult with the department chair if in doubt about eligibility for retroactive credits.

Retroactive credit may be given in one or more languages. No retroactive credit is given for FRE 220, for FRE 331 or SPA 331, or for FRE 326/GER 326/SPA 326 or any course taken in English. The first college level course taken to earn retroactive credits should be one in which several language skills can be evaluated.

• Elementary Language II (102):
  • Earns four retroactive credits plus four course credits for a total of eight credits.
  • Elementary French II (102) - earns three retroactive credits plus three course credits for a total of six credits

• Intermediate Language I (201):
  • Earns eight retroactive credits plus four course credits for a total of 12 credits.
  • Intermediate French I (201) - earns six retroactive credits plus three course credits for a total of nine credits

• Intermediate Language II (202):
  • Earns 12 retroactive credits plus four course credits for a total of 16 credits.
  • Intermediate French II (202) - earns nine retroactive credits plus three course credits for a total of 12 credits

Note: Any advanced course in a specific language (except 326 and 331) earns 16 retroactive credits plus two to four course credits for a total
of 18-20 credits. Any advanced course (except 326 and 331) earns 12 retroactive credits plus three course credits for a total of 15 credits.

**Language proficiency for the bachelor of arts degree**

A student who demonstrates satisfactory proficiency in an approved language at the 202 level may waive the foreign language requirement for the Bachelor of Arts degree. (Students still must complete seven credits in the general education requirement “Mathematical/logical systems and modern languages” (GE 02).) The student’s proficiency level will be determined by the results of the UW System Foreign Language Placement Test and the department’s proficiency examination. The student will not receive retroactive credit in the language for passing the proficiency examination.

**Modern Languages study abroad credit policy**

The chair of the Department of Modern Languages or designee(s) approves equivalencies for university study in other universities, domestic and foreign. Generally speaking, each major language offered in the department rules on which courses taken elsewhere are applicable and how they apply.

Students participating in study abroad programs are required to take INS 250 Orientation to Study Abroad and INS 251 Study Abroad Practicum: Journaling. INS 252 Cross-Cultural Reentry From Study Abroad is highly recommended. Students who choose to study abroad are required to take at least one three-credit course in the foreign language at UW-L after returning from the country of study.

**Note:** German Studies majors are required to study abroad and therefore, may choose to petition the requirement to take a course upon return from study abroad. Re-entry course requirement waiver forms are available at 315 Graff Main Hall. The request will be considered by the German Studies faculty. The decision will be based on evaluation of the student’s performance prior to the study experience in the foreign country. The faculty may also ask the student to take written and oral proficiency exams.

**General education writing emphasis**

This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

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**2016-17 Faculty/Staff**

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

**Professor**

Leslee Poulton

**Associate Professor**

Victoria Calmes
Jean Hindson
Darlene Lake

---

**Assistant Professor**

Rose Brougham
Virginie Cassidy
Dorian Dorado
Omar Granados
Shelley Hay
Heather Linville
Claire Mitchell
Audie Olson

**Senior Lecturer**

Elise Denlinger
Natalia Roberts
Hongying Xu

**Associate Lecturer**

Will Albertsen
Adriana Perez Candia
Laurence Couturier
Maria Ghiggia
Bee Lo

**Administrative Support**

Judith King

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**Majors**

- French major - BA (p. 172)
- French major with business concentration - BA (p. 174)
- French education major (early childhood-adolescence or middle childhood-early adolescence certification) - BS (p. 176)
- German studies major - BA (p. 178)
- German studies major with business concentration - BA (p. 180)
- German education major (early childhood-adolescence or middle childhood-early adolescence certification) - BS (p. 183)
- Spanish major - BA (p. 184)
- Spanish major with business concentration - BA (p. 187)
- Spanish education major (early childhood-adolescence or middle childhood-early adolescence certification) - BS (p. 190)

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**Minors**

- Chinese studies minor (p. 193)
- French minor (p. 193)
- French education minor (early adolescence-adolescence certification) (p. 194)
- French education minor (middle childhood-early adolescence certification) (p. 194)
- German studies minor (p. 195)
• German studies education minor (early adolescence-adolescence certification) (p. 195)
• German studies education minor (middle childhood - early adolescence certification) (p. 196)
• Spanish minor (p. 196)
• Spanish education minor (early adolescence-adolescence certification) (p. 197)
• Spanish education minor (middle childhood - early adolescence certification) (p. 197)
• Teaching English to speakers of other languages minor (p. 198)

Certificates
• French studies certificate (p. 199)
• Russian studies certificate (p. 200)

Honors
• Alvida Ahlstrom honors program (p. 200)

French Major - Bachelor of Arts (BA)

Major requirements
(All colleges excluding teacher certification programs)

33 credits

33 credits, distributed as follows:

Communication category 12
FRE 202 Intermediate French II
FRE 300 Visual Encounters
FRE 301 Sound, Speech, and Proficiency
FRE 307 French for Professional Communication

Connections category 6
FRE 305 Exploring the Story
AND one of the following:
FRE 351 French Cinema
FRE 395 French Literary Voices in English
FRE 403 Studies in French/Francophone Literature

Culture category 3
At least one from the list below:
FRE 320 Perspectives on French Civilization
FRE 322 French without Borders

Electives 9
Any of the courses not used towards the previous categories or any from the list below:
FRE 220 France and the Francophone World
FRE 317 Practice in Translation
FRE 450 National/International Intern Program
FRE 495 Honors Seminar in French
FRE 498 Independent Study
FRE 499 Independent Study

Capstone 3
FRE 430 French Connections

Total Credits 33

Students may take up to 9 credits abroad as electives for their French major after studying abroad for a period of 12-16 weeks.

Degree requirements
All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 172)
• Baccalaureate degree requirements (p. 173)

College of Liberal Studies (CLS/SAC)
Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track
1. Native speakers of English complete:
Select one of the following:
CHI 202 Intermediate Chinese II
FRE 202 Intermediate French II
GER 202 Intermediate German II
RUS 202 Intermediate Russian II
SPA 202 Intermediate Spanish II
MLG 202 World Languages: Intermediate II
MLG 204 Heritage Language: Intermediate
must accomplish the following:

Candidates for the Bachelor of Arts or the Bachelor of Science degrees following:

1. Fulfill the general education requirements.
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student's major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement.)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter session graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cslprod/?cmd=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student's program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 202</td>
<td>3</td>
<td>FRE 301</td>
</tr>
</tbody>
</table>
French Major with Business Concentration - Bachelor of Arts (BA)

Major requirements
(All colleges, excluding teacher certification programs)

51 credits

Select 30 credits above FRE 201, distributed as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>FRE 300</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FRE 307</td>
<td>3</td>
<td>FRE 351, 395, or 403 (FRE Connections Category Elective)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FRE 305</td>
<td>3</td>
<td>FRE Major Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Minor Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>University Elective</td>
<td>3</td>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td>Year 3</td>
<td>FRE 430</td>
<td>3</td>
<td>FRE Major Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FRE Major Elective</td>
<td>3</td>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Minor Course</td>
<td>3</td>
<td>CLS Core Diversity Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>University Elective</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td>Year 4</td>
<td>FRE 430</td>
<td>3</td>
<td>FRE Major Elective</td>
<td>3</td>
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<tr>
<td></td>
<td>FRE Major Elective</td>
<td>3</td>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
</tr>
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<td></td>
<td>Minor Course</td>
<td>3</td>
<td>CLS Core Diversity Elective</td>
<td>3</td>
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<tr>
<td></td>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Minor Course</td>
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</tr>
<tr>
<td></td>
<td>University Elective</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 120

Communication category

- FRE 202 Intermediate French II
- FRE 300 Visual Encounters
- FRE 301 Sound, Speech, and Proficiency
- FRE 307 French for Professional Communication
- FRE 317 Practice in Translation

Connections category

At least one from the list:

- FRE 305 Exploring the Story
- FRE 351 French Cinema
- FRE 395 French Literary Voices in English
- FRE 403 Studies in French/Francophone Literature

Culture category

At least one from the list:

- FRE 300 Exploring the Story
- FRE 320 Perspectives on French Civilization
- FRE 322 French without Borders

Electives

- Any of the courses not used toward previous categories, any from the list below, or approved courses taken abroad:
  - FRE 220 France and the Francophone World
  - FRE 450 National/International Intern Program
  - FRE 498 Independent Study
  - FRE 499 Independent Study

Capstone

- FRE 430 French Connections

Total Credits: 30

Business requirements (21 credits)

Business core

- ACC 221 Accounting Principles I
- ECO 110 Microeconomics and Public Policy
- ECO 120 Global Macroeconomics
- ECO 340 Introduction to International Economics
- MKT 309 Principles of Marketing

Total Credits: 15

Business electives

Select one of the following:

- MKT 341 International Marketing (recommended for international business emphasis)
- MGT 484 International Human Resource Management
- FIN 355 Principles of Financial Management (prerequisite ACC 222)
- MGT 308 Behavior and Theory in Organizations (recommended for international business-human resources emphasis)
- MGT 430 Comparative Management Systems (recommended for international business-human resources emphasis)

Total Credits: 6

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to
the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR:

- General education (p. 59)
- College core (p. 175)
- Baccalaureate degree requirements (p. 175)

**College of Liberal Studies (CLS/SAC)**

**Bachelor of Arts core requirements**

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

**Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:**

**A. Language track**

1. **Native speakers of English** complete:
   Select one of the following:
   
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHI 202</td>
<td>Intermediate Chinese II</td>
</tr>
<tr>
<td>FRE 202</td>
<td>Intermediate French II</td>
</tr>
<tr>
<td>GER 202</td>
<td>Intermediate German II</td>
</tr>
<tr>
<td>RUS 202</td>
<td>Intermediate Russian II</td>
</tr>
<tr>
<td>SPA 202</td>
<td>Intermediate Spanish II</td>
</tr>
<tr>
<td>MLG 202</td>
<td>World Languages: Intermediate</td>
</tr>
<tr>
<td>MLG 204</td>
<td>Heritage Language: Intermediate</td>
</tr>
<tr>
<td>MLG 304</td>
<td>Heritage Language: Advanced</td>
</tr>
</tbody>
</table>

2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.

**B. Humanities track**

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

**C. Fine arts track**

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p.).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Admissions Report (AR) in WINGS (https://wings.uwlax.edu/psp/cslprod/?cmd=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 202</td>
<td>3 ACC 221</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 110 (Gen Ed Self &amp; Society)</td>
<td>3 FRE 301</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 Gen Ed Natural Lab Science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3 Gen Ed Hum-Lit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3 Gen Ed Arts</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 300</td>
<td>3 ECO 120 (Gen Ed Global Studies)</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>FRE Major Elective</td>
<td>3 FRE Major Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4 Gen Ed Elective</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3 Gen Ed Elective</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>University Elective</td>
<td>3 CLS Core Elective</td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 307</td>
<td>3 FRE 317</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 340</td>
<td>3 FRE 320 or 322 (FRE Major Culture Category)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>FRE 305, 351, 395, or 403 (FRE Major Connection)</td>
<td>3 ECO 311, FIN 355, MGT 308, or MGT 430 (FRE Major Business Elective)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3 Gen Ed Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Elective</td>
<td>3 University Elective</td>
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<table>
<thead>
<tr>
<th>Year 4</th>
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<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MKT 309</td>
<td>3 MKT 341</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRE 430</td>
<td>3 University Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLS Core Elective</td>
<td>3 Gen Ed Arts</td>
<td></td>
<td></td>
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<tr>
<td>University Elective</td>
<td>3 CLS Core Diversity Elective</td>
<td></td>
<td></td>
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<td>University Elective</td>
<td>3 University Elective</td>
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</tbody>
</table>

Total Credits: 120

French Education Major (EC-A and MC-EA Certification) - Bachelor of Science (BS)

Major requirements

Admission requirements to EC-A and MC-EA teacher certification programs (p. 532)

(Teacher certification programs: early childhood-adolescence certification and middle childhood-early adolescence certification)

45 credits minimum for EC-A certification; 33 credits minimum for MC-EA certification.

Students majoring in French education complete the French education core requirements and one of two certification tracks (see below). All French education majors must also complete study abroad, proficiency, and student teaching requirements.
Core requirements:

<table>
<thead>
<tr>
<th>Communication category</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 300</td>
<td>Visual Encounters</td>
</tr>
<tr>
<td>FRE 301</td>
<td>Sound, Speech, and Proficiency</td>
</tr>
<tr>
<td>FRE 307</td>
<td>French for Professional Communication</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Connections category</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 305</td>
<td>Exploring the Story</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culture category</th>
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</tr>
</thead>
<tbody>
<tr>
<td>FRE 320</td>
<td>Perspectives on French Civilization</td>
</tr>
<tr>
<td>FRE 322</td>
<td>French without Borders</td>
</tr>
</tbody>
</table>

Total Credits 15

Choose one of the two certification tracks below:

Early Childhood-Adolescence Certification track (30 credits)

<table>
<thead>
<tr>
<th>Culture category</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three study abroad approved credits</td>
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<table>
<thead>
<tr>
<th>Connections category</th>
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</tr>
</thead>
<tbody>
<tr>
<td>FRE 403</td>
<td>Studies in French/Francophone Literature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capstone</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 430</td>
<td>French Connections (must be completed at UW-L)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>9</th>
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</thead>
<tbody>
<tr>
<td>Select nine credits of the following:</td>
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</tr>
<tr>
<td>FRE 220</td>
<td>France and the Francophone World</td>
</tr>
<tr>
<td>FRE 317</td>
<td>Practice in Translation</td>
</tr>
<tr>
<td>FRE 320</td>
<td>Perspectives on French Civilization ¹</td>
</tr>
<tr>
<td>FRE 322</td>
<td>French without Borders ¹</td>
</tr>
<tr>
<td>FRE 351</td>
<td>French Cinema</td>
</tr>
<tr>
<td>FRE 395</td>
<td>French Literary Voices in English</td>
</tr>
<tr>
<td>FRE 450</td>
<td>National/International Intern Program</td>
</tr>
<tr>
<td>FRE 498</td>
<td>Independent Study</td>
</tr>
<tr>
<td>FRE 499</td>
<td>Independent Study</td>
</tr>
<tr>
<td>INS 251</td>
<td>Study Abroad Practicum: Journaling</td>
</tr>
<tr>
<td>or study abroad approved credits</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language education</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLG 306</td>
<td>Introduction to Second Language Acquisition</td>
</tr>
<tr>
<td>MLG 406</td>
<td>Language Assessment and Testing</td>
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</table>

<table>
<thead>
<tr>
<th>Methods</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLG 473</td>
<td>Teaching World Languages: From Early Childhood to Early Adolescence</td>
</tr>
<tr>
<td>MLG 474</td>
<td>Teaching World Languages: From Early Adolescence to Adolescence</td>
</tr>
</tbody>
</table>

Total Credits 30

1. FRE 320 or FRE 322 can be taken if not used in a prior category.

Middle Childhood-Early Adolescence Certification track (17 credits)

<table>
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<tr>
<th>Culture category</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Select three credits of the following:</td>
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</tr>
<tr>
<td>FRE 220</td>
<td>France and the Francophone World</td>
</tr>
<tr>
<td>FRE 322</td>
<td>French without Borders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five credits of any French course at 300 or 400 level</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language education</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLG 306</td>
<td>Introduction to Second Language Acquisition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLG 473</td>
<td>Teaching World Languages: From Early Childhood to Early Adolescence</td>
</tr>
</tbody>
</table>

Total Credits 17

Study abroad requirement:

1. All students should consult with their advisor in French regarding specific requirements for study abroad.
2. All French education majors are required to complete an approved foreign language immersion experience of at least 14 weeks (one semester); MC-EA students should consult with a French advisor when planning this experience;
3. French education majors are required to complete the 300 level core of courses before studying abroad;
4. Up to 15 credits of the 400 level and the electives categories may be taken abroad with faculty approval;
5. French education majors must take INS 251 during their study abroad program;
6. FRE 430 must be taken at UW-L (concurrent registration in methods course, MLG 473 or MLG 474, is recommended).

Proficiency requirements:

Prior to student teaching, teacher candidates are required to

1. Demonstrate proficiency with an "Intermediate High" rating on the American Council Teaching of Foreign Languages Oral Proficiency test (ACTFL-OPIc) and
2. Demonstrate proficiency with an "Intermediate High" rating on the American Council Teaching of Foreign Languages Written Proficiency test in French (ACTFL-WPT internet).

Student teaching and other teacher education requirements:

Other teacher education and pedagogy courses, including appropriate field experiences and student teaching at the appropriate levels, are required and listed with the School of Education (p. 527).

Degree requirements

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 177)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UW as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

German Studies Major - Bachelor of Arts (BA)

Major requirements

(All colleges excluding teacher certification programs)

33 credits above GER 202 Intermediate German II (4 cr.)

Select one of the following in literature: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 301</td>
<td>An Introduction to German Literature</td>
</tr>
<tr>
<td>GER 403</td>
<td>Studies of German Literature</td>
</tr>
<tr>
<td>GER 406</td>
<td>Contemporary German Literature</td>
</tr>
</tbody>
</table>

Select one of the following in civilization: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 320</td>
<td>German Civilization: 1870-Reunification</td>
</tr>
<tr>
<td>GER 321</td>
<td>German Civilization: 1989-Present</td>
</tr>
</tbody>
</table>

Select two of the following in German skills development: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 300</td>
<td>Advanced German</td>
</tr>
<tr>
<td>GER 311</td>
<td>German Conversation and Composition</td>
</tr>
<tr>
<td>GER 313</td>
<td>German Grammar and Composition</td>
</tr>
<tr>
<td>GER 330</td>
<td>German Conversation and Phonetics</td>
</tr>
</tbody>
</table>

Advanced electives: select 15 credits of electives in German at the 300/400 level. 1

German studies breadth: select two approved courses in which a significant portion of the course relates to one or more countries in the German-speaking world. These courses may be taught in English.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 398</td>
<td>German Thinkers and Popular Culture (highly recommended)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 399</td>
<td>German Literature in Translation (highly recommended)</td>
</tr>
<tr>
<td>GEO 304</td>
<td>Geography of Europe</td>
</tr>
<tr>
<td>HIS 314</td>
<td>The Holocaust</td>
</tr>
<tr>
<td>HIS 323</td>
<td>World War II</td>
</tr>
<tr>
<td>HIS 346</td>
<td>The Middle Ages</td>
</tr>
<tr>
<td>HIS 348</td>
<td>Renaissance and Reformation</td>
</tr>
<tr>
<td>HIS 352</td>
<td>Germany: 1848-1989</td>
</tr>
<tr>
<td>POL 338</td>
<td>European Government and Politics</td>
</tr>
<tr>
<td>POL 355</td>
<td>Political Ideologies</td>
</tr>
<tr>
<td>ENG 331</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>ENG 356</td>
<td>European Literature in Translation</td>
</tr>
</tbody>
</table>

Total Credits 33

1 excluding GER 398 and GER 399. A maximum of 6 units from GER 326, GER 327, GER 328, and/or GER 329.

Students must complete an approved work or study experience in a German-speaking country.

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 178)
• Baccalaureate degree requirements (p. 179)

College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics-Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER,
RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced

   Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university's English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and

2. Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and

2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and

3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and

2. Two additional courses outside the department of the student's major from two different departments chosen from: art, communication studies, music, theatre; and

3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or

2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or

3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.

2. Complete at least one ethnic studies (diversity) course.

3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 1).)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/spsp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or
recommendations of the student's program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 300, 311, 313, or 330 (GER Major German Skills Development)</td>
<td>3</td>
<td>GER 301, 403, or 406</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4</td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
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<tr>
<td>Gen Ed Arts</td>
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<td>Gen Ed Arts</td>
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<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 300, 311, 313, or 330 (GER Major German Skills Development)</td>
<td>3</td>
<td>GER Advanced Electives (300/400)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GER 399 (Gen Ed Hum-Lit)</td>
<td>3</td>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
<td>GER 320 or 321 (German Civilization)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>University Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
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<td><strong>Total Credits:</strong></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER Advanced Elective (300/400)</td>
<td>3</td>
<td>GER Advanced Elective (300/400)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GER Studies Breadth (see list)</td>
<td>3</td>
<td>Gen Ed Global Studies</td>
<td>3</td>
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</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CLS Core Elective</td>
<td>4</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td>16</td>
<td><strong>Total Credits:</strong></td>
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</tbody>
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<table>
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<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GER Advanced Electives (300/400)</td>
<td>3</td>
<td>GER Advanced Electives (300/400)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GER Studies Breadth (see list)</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Bachelor of Science degrees:
The following conditions apply to one or both Bachelor of Arts and Bachelor of Arts core requirements

College of Liberal Studies (CLS/SAC)
Bachelor of Arts core requirements

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%20%202015.pdf) or in the Advisement Report (AR) when the degree has not been declared.

Students must complete an approved work or study experience in a German-speaking country.

Business requirements (24-27 credits)

Select one of the following:

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>3-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 235</td>
<td>Survey of Accounting</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Accounting Principles I</td>
</tr>
<tr>
<td>&amp; ACC 222</td>
<td>Accounting Principles II</td>
</tr>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Global Macroeconomics</td>
</tr>
<tr>
<td>ECO 340</td>
<td>Introduction to International Economics</td>
</tr>
<tr>
<td>MKT 309</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>MKT 341</td>
<td>International Marketing</td>
</tr>
<tr>
<td>MGT 308</td>
<td>Behavior and Theory in Organizations</td>
</tr>
</tbody>
</table>

Recommended courses:

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>24-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 311</td>
<td>Comparative Economic Systems</td>
</tr>
<tr>
<td>MGT 430</td>
<td>Comparative Management Systems</td>
</tr>
<tr>
<td>FIN 355</td>
<td>Principles of Financial Management</td>
</tr>
</tbody>
</table>

Recommended courses:

1. Recommended courses also include the two courses not chosen from ECO 311, FIN 355, and MGT 430.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 181)
- Baccalaureate degree requirements (p. 182)

College of Liberal Studies (CLS/SAC)
Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:
C. Fine arts track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:
1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
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General Education Program
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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
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<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 300, 311, 313, or 330 (GER Major German Skills Development)</td>
<td>3</td>
<td>ACC 221</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MGT 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 120 (Gen Ed Global Studies)</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 110 (Gen Ed Self &amp; Society)</td>
<td></td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
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<td>3</td>
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<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
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<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>Gen Ed Math</td>
<td></td>
<td>4</td>
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<td>15</td>
<td>16</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 222</td>
<td></td>
<td>ECO 340</td>
<td></td>
<td>3</td>
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<tr>
<td>MKT 309</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GER 300, 311, 313, or 330 (GER Major German Skills Development)</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.
HIS 101, 102, or ARC 200 (Gen Ed World Hist) 3 Gen Ed Natural/ Lab Science 4
GER 320 or 321 (GER Major Civilization) 3 Gen Ed Arts 2
GER 315 3 Gen Ed Elective 3

Year 3

<table>
<thead>
<tr>
<th>Credits</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
<td>15</td>
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</tbody>
</table>

- GER Major Advanced Electives (300/400) 3 GER Major German Advanced Electives (300/400)
- MKT 341 3 ECO 311, FIN 355, or MGT 430 (Business Core)
- GER Studies Breadth (GER 398 recommended) 3 Gen Ed Electives 2
- Gen Ed Health & Well Being 3 University Elective 3
- Gen Ed Elective 3 CLS Core Elective 3

Total Credits: 15

Year 4

<table>
<thead>
<tr>
<th>Credits</th>
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<th>Spring</th>
</tr>
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<tbody>
<tr>
<td>15</td>
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<td>15</td>
</tr>
</tbody>
</table>

- GER Major German Advanced Electives (300/400) 3 GER Major German Advanced Electives (300/400)
- University Elective 3 MGT 30B 3
- Gen Ed Arts 2 Gen Ed Electives 3
- GER 399 (Gen Ed Hum-Lit and GER Studies Breadth) 3 University Elective 3
- CLS Core Elective 3 CLS Core Diversity Elective 3

Total Credits: 14

Total Credits: 120

Complete approved work or study experience; after returning, complete at least 1 GER course from UW-L; see your German Studies Advisor for details.

1 Prerequisite: GER 202 Intermediate German II (4 cr.) or equivalent, or appropriate departmental placement. Student must earn retro credit in order to satisfy General Education and the CLS B.A. Core language requirement.

2 Must be taken from the Gen Ed Math/Lang/Logical Systems category if German (GER) retro credit was not earned.

German Education Major (EC-A or MC-EA Certification) - Bachelor of Science (BS)

Major requirements

Admission requirements to EC-A (p. 532) and (p. 532) MC-EA (p. 532) teacher certification programs (p. 532)

(Teacher certification programs: early childhood-adolescence certification and middle childhood-early adolescence certification)

45 credits minimum for EC-A certification; 33 credits minimum for MC-EA certification.

Students majoring in German education complete the German education core requirements and one of two certification tracks (see below). All German education majors must also complete study abroad, proficiency, and student teaching requirements.

Core requirements:

- Bridge course:
  - GER 300 Advanced German 3

300 level courses:

Language:
- Select six credits of the following: 6
  - GER 311 German Conversation and Composition
  - GER 313 German Grammar and Composition
  - GER 330 German Conversation and Phonetics

Culture/civilization:
- GER 320 German Civilization: 1870-Reunification 3
  or GER 321 German Civilization: 1989-Present

Literature:
- GER 301 An Introduction to German Literature 3

Total Credits 15

Choose one of the two certification tracks below:

Early Childhood-Adolescence Certification track (30 credits)

400 level coursework:

Language:
- Study abroad approved credits 3

Culture/civilization:
- Study abroad approved credits 3

Literature:
- Select three credits from: 3
  - GER 403 Studies of German Literature
  - GER 406 Contemporary German Literature
- Study abroad approved credits

Electives:
- Select nine credits of electives: 9
  German electives at the 300/400 level (excluding GER 398 and GER 399; a maximum of 6 units from GER 326, GER 327, GER 328, GER 329)

Study abroad approved credits

Language education:
- MLG 306 Introduction to Second Language Acquisition 3
- MLG 406 Language Assessment and Testing 3

Methods:
- MLG 473 Teaching World Languages: From Early Childhood to Early Adolescence 3
- MLG 474 Teaching World Languages: From Early Adolescence to Adolescence 3

Total Credits 30
Middle Childhood-Early Adolescence Certification track (18 credits)

**Civilization:**
- GER 320 German Civilization: 1870-Reunification 3
- or GER 321 German Civilization: 1989-Present
- GER 326 Current Events 1
- or approved study abroad credit

**German electives:**
- Any German course at 300 or 400 level (excluding GER 398 and GER 399; a maximum of 6 units from GER 326, GER 327, GER 328, GER 329) 8

**Language education:**
- MLG 306 Introduction to Second Language Acquisition 3

**Methods:**
- MLG 473 Teaching World Languages: From Early Childhood to Early Adolescence 3

**Total Credits** 18

**Study abroad requirement:**
1. All students should consult with their advisor in German regarding specific requirements for study abroad.
2. All German education majors are required to complete an approved foreign language immersion experience of at least 14 weeks (one semester); MC-EA students should consult with a German advisor when planning this experience;
3. German education majors are required to complete the 300 level bridge course before studying abroad;
4. Up to 15 credits of the 400 level and the electives categories may be taken abroad with faculty approval;
5. German education majors must take INS 251 during their study abroad program;

**Proficiency requirements:**
Prior to student teaching, teacher candidates are required to
1. Demonstrate proficiency with an "Intermediate High" rating on the American Council Teaching of Foreign Languages Oral Proficiency test (ACTFL-OPIc) and
2. Demonstrate proficiency with an "Intermediate High" rating on the American Council Teaching of Foreign Languages Written Proficiency test in German (ACTFL-WPT internet).

**Student teaching and other teacher education requirements:**
Other teacher education and pedagogy courses, including appropriate field experiences and student teaching at the appropriate levels, are required and listed with the School of Education (p. 527).

**Degree requirements**
All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 184)

---

**Baccalaureate degree requirements**
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:
1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 184).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

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**Spanish Major - Bachelor of Arts (BA)**

**Spanish advising**
Students should consult with an advisor in the Department of Modern Languages regarding their individual plan of study. Students planning to pursue graduate studies in Spanish need to be aware of special requirements.

**Spanish policy of transfer of study abroad credits**
The following policy applies to all Spanish credits taken abroad. Students may transfer the following credits per term from study abroad experiences:

**Winter term:**
- 4 weeks: 4-5 credits

**Summer term:**
- 4 weeks: 4-5 credits
- 6 weeks: 6-8 credits
- 8 weeks: 8-10 credits
- 10 weeks: 8-10 credits

**Fall/Spring semester term:**
12-16 weeks: 12 credits (Exceptions may be allowed for partner programs.)

In the case of one year study abroad, there is a maximum of 16 credits which students majoring in Spanish can take abroad and apply to the major (nine credits applicable for minors). Credits taken in excess of that can be transferred to UW-L as university elective credit.

Major requirements
(All colleges excluding teacher certification programs)

29 credits above SPA 202

<table>
<thead>
<tr>
<th>Category I: core course requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 300 Oral Proficiency Through Grammar Review 4</td>
</tr>
<tr>
<td>SPA 305 Introduction to Hispanic Literature 3</td>
</tr>
<tr>
<td>SPA 320 Spanish Civilization 3</td>
</tr>
<tr>
<td>or SPA 321 Spanish American Civilization</td>
</tr>
<tr>
<td>SPA 330 Advanced Grammar and Syntax 3</td>
</tr>
<tr>
<td>SPA 331 Spanish Phonetics 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category II: current events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one credit of the following: 1</td>
</tr>
<tr>
<td>SPA 326 Current Events</td>
</tr>
<tr>
<td>SPA 327 Grammar Review</td>
</tr>
<tr>
<td>SPA 328 Reading for Language Proficiency</td>
</tr>
<tr>
<td>SPA 329 Reporting and Publishing News in Spanish</td>
</tr>
<tr>
<td>SPA 427 Spanish Grammar for Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category III: SPA 400 level literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following: 3</td>
</tr>
<tr>
<td>SPA 402 Spanish Literature II</td>
</tr>
<tr>
<td>SPA 403 Studies in Hispanic Literature</td>
</tr>
<tr>
<td>SPA 420 Latin American Literature I</td>
</tr>
<tr>
<td>SPA 421 Latin American Literature II</td>
</tr>
<tr>
<td>SPA 425 Latino Literature of the United States</td>
</tr>
<tr>
<td>SPA 440 The Spanish Novel</td>
</tr>
<tr>
<td>SPA 441 The Spanish Theater</td>
</tr>
<tr>
<td>SPA 495 Senior Seminar in Hispanic Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category IV: electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select three credits of the following: 3</td>
</tr>
<tr>
<td>SPA 306 Spanish for the Health Professions</td>
</tr>
<tr>
<td>SPA 320 Spanish Civilization (whichever not taken in Category I)</td>
</tr>
<tr>
<td>or SPA 321 Spanish American Civilization</td>
</tr>
<tr>
<td>SPA 351 Films in Spanish</td>
</tr>
<tr>
<td>SPA 390 Topics in Hispanic Cultures</td>
</tr>
<tr>
<td>SPA 410 Advanced Conversation</td>
</tr>
<tr>
<td>SPA 460 Introduction to Hispanic Linguistics</td>
</tr>
<tr>
<td>Or an additional SPA 400 level literature course from Category III</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category V: remaining electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select six credits of the following: 6</td>
</tr>
<tr>
<td>SPA 306 Spanish for the Health Professions (if not taken above)</td>
</tr>
<tr>
<td>SPA 308 Cultures and Civilizations of the Spanish Speaking World</td>
</tr>
<tr>
<td>SPA 315 Business Spanish</td>
</tr>
<tr>
<td>SPA 320 Spanish Civilization (if not taken in Category I or IV)</td>
</tr>
</tbody>
</table>

Total Credits 29

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 185)
• Baccalaureate degree requirements (p. 186)

College of Liberal Studies (CLS/SAC)
Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS %20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).
Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track
1. Native speakers of English complete:
   Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHI 202</td>
<td>Intermediate Chinese II</td>
</tr>
<tr>
<td>FRE 202</td>
<td>Intermediate French II</td>
</tr>
<tr>
<td>GER 202</td>
<td>Intermediate German II</td>
</tr>
<tr>
<td>RUS 202</td>
<td>Intermediate Russian II</td>
</tr>
<tr>
<td>SPA 202</td>
<td>Intermediate Spanish II</td>
</tr>
<tr>
<td>MLG 202</td>
<td>World Languages: Intermediate II</td>
</tr>
<tr>
<td>MLG 204</td>
<td>Heritage Language: Intermediate</td>
</tr>
<tr>
<td>MLG 304</td>
<td>Heritage Language: Advanced</td>
</tr>
</tbody>
</table>

Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and

2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.

B. Humanities track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan
Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cswapd//cmd=login&lang=en&FrameType=0) to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

General Education Program
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning.
Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 300(^1)</td>
<td>4</td>
<td>SPA 321</td>
<td>3</td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>CST 110 (Gen Ed Literacy Oral)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2</td>
<td>Gen Ed Elective(^2)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 15

Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPA 305</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
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<tr>
<td>Minor Course</td>
<td>3</td>
<td>SPA Major Category V: SPA Electives</td>
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</tr>
<tr>
<td>Gen Ed Math</td>
<td>4</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>SPA 330</td>
<td>3</td>
<td>CLS Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Gen Ed Health &amp; Well Being</td>
<td>3</td>
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</tbody>
</table>

Total Credits: 16

Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPA 331</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td>SPA 326, 327, 328, 329, or 427 (Category II)</td>
<td>1</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>SPA Major Category V: SPA Electives</td>
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<tr>
<td>University Elective</td>
<td>3</td>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Global Studies</td>
<td>3</td>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
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</table>

Total Credits: 16

Year 4

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>SPA Major Category III: 400 Level Literature</td>
<td>3</td>
</tr>
<tr>
<td>University Elective</td>
<td>4</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>CLS Core Elective</td>
<td>3</td>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td>SPA Major Category IV: Advanced Electives</td>
<td>3</td>
<td>CLS Core Diversity Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 15

---

1. Prerequisite: SPA 202 Intermediate Spanish II (4 cr.) or equivalent, or appropriate departmental placement. Student must earn retro credit in order to satisfy Gen Ed and the CLS B.A. Core language requirement.
2. Must be taken from the General Education: Math/Language/Logical Systems category if Spanish (SPA) retro credit was not earned.

Spanish Major with Business Concentration - Bachelor of Arts (BA)

Spanish advising

Students should consult with an advisor in the Department of Modern Languages regarding their individual plan of study. Students planning to pursue graduate studies in Spanish need to be aware of special requirements.

Spanish policy of transfer of study abroad credits

The following policy applies to all Spanish credits taken abroad. Students may transfer the following credits per term from study abroad experiences:

- **Winter term:**
  - 4 weeks: 4-5 credits
- **Summer term:**
  - 4 weeks: 4-5 credits
  - 6 weeks: 6-8 credits
  - 8 weeks: 8-10 credits
  - 10 weeks: 8-10 credits

**Fall/Spring semester term:**

- 12-16 weeks: 12 credits (Exceptions may be allowed for partner programs.)

In the case of one year study abroad, there is a maximum of 16 credits which students majoring in Spanish can take abroad and apply to the major (nine credits applicable for minors). Credits taken in excess of that can be transferred to UW-L as university elective credit.

Major requirements

(All colleges, excluding Teacher certification programs)


**Category I: core course requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 300</td>
<td>Oral Proficiency Through Grammar Review</td>
<td>4</td>
</tr>
<tr>
<td>SPA 305</td>
<td>Introduction to Hispanic Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPA 306</td>
<td>Spanish for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>SPA 308</td>
<td>Cultures and Civilizations of the Spanish Speaking World</td>
<td>3</td>
</tr>
<tr>
<td>SPA 315</td>
<td>Business Spanish</td>
<td>3</td>
</tr>
<tr>
<td>SPA 321</td>
<td>Spanish American Civilization</td>
<td>3</td>
</tr>
<tr>
<td>SPA 326</td>
<td>Current Events</td>
<td>1</td>
</tr>
</tbody>
</table>
Spanish Major with Business Concentration - Bachelor of Arts (BA)

SPA 331  
Spanish Phonetics  3

**Category II: SPA 400 level literature**

Select one of the following:  3

- SPA 402  
Spanish Literature II  
- SPA 403  
Studies in Hispanic Literature  
- SPA 420  
Latin American Literature I  
- SPA 421  
Latin American Literature II  
- SPA 425  
Latino Literature of the United States  
- SPA 440  
The Spanish Novel  
- SPA 441  
The Spanish Theater  
- SPA 495  
Senior Seminar in Hispanic Studies

**Category III: electives**

Select one of the following:  3

- SPA 320  
Spanish Civilization  
- SPA 330  
Advanced Grammar and Syntax  
- SPA 351  
Films in Spanish  
- SPA 390  
Topics in Hispanic Cultures  
- SPA 410  
Advanced Conversation  
- SPA 450  
National/International Intern Program  
- SPA 498  
Independent Study  
- SPA 499  
Independent Study  
- ENG 331  
Introduction to Linguistics  
- MLG 345  
Intercultural Interactions

Or an additional SPA 400 level literature course from Category II

**Business requirements**

Select one of the following:  3-6

- ACC 235  
Survey of Accounting  
- ACC 221  
Accounting Principles I  
- ACC 222  
and Accounting Principles II  
- ECO 110  
Microeconomics and Public Policy  3  
- ECO 120  
Global Macroeconomics  3  
- ECO 340  
Introduction to International Economics  3  
- MKT 309  
Principles of Marketing  3  
- MKT 341  
International Marketing  3  
- MGT 308  
Behavior and Theory in Organizations  3  
- MKT 311  
Comparative Economic Systems  
- MGT 430  
Comparative Management Systems  
- FIN 355  
Principles of Financial Management

[Total Credits]  53

**Recommended courses**

- CS 101  
Introduction to Computing  4  
or CT 100  
Introduction to Computational Thinking  
- ECO 375  
Economic Development  3  
- MTH 145  
Elementary Statistics  4  
- MTH 175  
Applied Calculus  4  
- FIN 440  
Multinational Financial Management  3

The two courses not chosen from the business requirements’ second group (ECO 311, MGT 430, or FIN 355)  6

**Degree requirements**

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 188)
- Baccalaureate degree requirements (p. 189)

**College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements**

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

**Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:**

**A. Language track**

1. **Native speakers of English** complete:
   
   Select one of the following:
   
   - CHI 202  
   Intermediate Chinese II  
   - FRE 202  
   Intermediate French II  
   - GER 202  
   Intermediate German II  
   - RUS 202  
   Intermediate Russian II  
   - SPA 202  
   Intermediate Spanish II  
   - MLG 202  
   World Languages: Intermediate II  
   - MLG 204  
   Heritage Language: Intermediate  
   - MLG 304  
   Heritage Language: Advanced

   **Non-native speakers of English:** score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and
2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.

B. Humanities track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:
1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Credits earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan
Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPA 300</td>
<td>4</td>
<td>SPA 305</td>
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<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
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<td>MTH 145 (Gen Ed Math)</td>
<td>4</td>
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<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
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<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
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</tr>
<tr>
<td>General Ed Minority Cultures</td>
<td>3</td>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Spanish Education Major (EC-A or MC-EA Certification) - Bachelor of Science (BS)

Spanish advising

Students should consult with an advisor in the Department of Modern Languages regarding their individual plan of study. Students planning to pursue graduate studies in Spanish need to be aware of special requirements.

Spanish policy of transfer of study abroad credits

The following policy applies to all Spanish credits taken abroad. Students may transfer the following credits per term from study abroad experiences:

**Winter term:**
- 4 weeks: 4-5 credits

**Summer term:**
- 4 weeks: 4-5 credits
- 6 weeks: 6-8 credits
- 8 weeks: 8-10 credits
- 10 weeks: 8-10 credits

**Fall/Spring semester term:**
- 12-16 weeks: 12 credits (Exceptions may be allowed for partner programs.)

*In the case of one year study abroad, there is a maximum of 16 credits which students majoring in Spanish can take abroad and apply to the major (nine credits applicable for minors). Credits taken in excess of that can be transferred to UW-L as university elective credit.*

Major requirements

Admission requirements to EC-A and MC-EA teacher certification programs (p. 532)

(Teacher certification programs: early childhood-adolescence certification and middle childhood-early adolescence certification)

46 credits minimum for EC-A certification; 33 credits minimum for MC-EA certification.

Students majoring in Spanish education complete the Spanish education core requirements and one of two certification tracks (see below). All Spanish education majors must also complete study abroad, proficiency, and student teaching requirements.

**Bridge course:**

SPA 300  Oral Proficiency Through Grammar Review  4

**300 level courses:**

**Language:**

SPA 330  Advanced Grammar and Syntax  3
SPA 331  Spanish Phonetics  3

**Culture/civilization:**

SPA 308  Cultures and Civilizations of the Spanish Speaking World  3

**Literature:**

SPA 305  Introduction to Hispanic Literature  3

Total Credits 16

Choose one of the two certification tracks below:

**Early Childhood-Adolescence Certification track (30 credits)**

**400 level coursework:**

**Language:**

SPA 410  Advanced Conversation 3
SPA 460  Introduction to Hispanic Linguistics 3
### Middle Childhood-Early Adolescence Certification track (17 credits)

#### Civilization:
- SPA 320 Spanish Civilization
- SPA 321 Spanish American Civilization
- SPA 326 Current Events

#### Linguistics and grammar:
- SPA 427 Spanish Grammar for Teachers
- SPA 460 Introduction to Hispanic Linguistics

#### Language education:
- MLG 306 Introduction to Second Language Acquisition

#### Methods:
- MLG 473 Teaching World Languages: From Early Childhood to Early Adolescence

#### Total Credits: 17

### Study abroad requirement:
1. All students should consult with their advisor in Spanish regarding specific requirements for study abroad.
2. All Spanish education majors are required to complete an approved foreign language immersion experience of at least 14 weeks (one semester); **MC-EA students** should consult with a Spanish advisor when planning this experience.
3. **EC-A students** are required to complete the 300 level core of courses before studying abroad; **MC-EA students** must take SPA 308, SPA 330, and one additional 300 level Spanish course applicable to the major before studying abroad.
4. **EC-A students** may take up to six credits of the elective category abroad. Consult with Spanish advisor for applicability.

### Proficiency requirements:
Prior to student teaching, teacher candidates are required to

1. Demonstrate proficiency with an "Intermediate High" rating on the American Council Teaching of Foreign Languages Oral Proficiency test in Spanish (ACTFL-OPIc) and
2. Demonstrate proficiency with an "Intermediate High" rating on the American Council Teaching of Foreign Languages Written Proficiency test in Spanish (ACTFL-WPT internet).

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- General education (p. 59)
- Baccalaureate degree requirements (p. 191)
Baccalaureate degree requirements

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Spanish Education EC-A Certification

<table>
<thead>
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<th>Fall</th>
<th>Credits</th>
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<td>Gen Ed Math</td>
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<td>BIO 100 or MIC 100 (Gen Ed Natural Lab Science-Life)</td>
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<td>CST 110 (Gen Ed Literacy-Oral)</td>
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<td>PSY 212</td>
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<td>Gen Ed Natural Lab Science-Physical</td>
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<td>POL 101 or 102 (Gen Ed Self &amp; Society)</td>
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<td>Gen Ed Health &amp; Well Being</td>
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<td>MLA 474</td>
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<td>SPA 410 or 460</td>
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<td>EDS 450</td>
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Additional year

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<td>SPA 492</td>
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Spanish Education MC-EA Certification

The Spanish Education MC-EA Program must be taken in conjunction with the MC-EA major (p. 538).

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<th>Spring</th>
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<td>HIS 101 or 102 (Gen Ed World Hist)</td>
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<td>SPA 331</td>
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<td>PSY 212</td>
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<td>SPA 305</td>
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<td>EDS 308</td>
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<td>EDS 319</td>
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</table>

Total Credits: 126

1. Prerequisite: SPA 202 or equivalent, or appropriate departmental placement.
2. Students need 40 earned credits, passing basic skills test scores, and a 2.75 GPA. More information can be found on the EC-A Admissions (http://www.uwlax.edu/Educational-Studies/EC-A-admission) website.
3. EC-A students may take up to six credits of the elective category abroad. Consult with Spanish advisor for applicability.
4. See the Office of Field Experience (http://www.uwlax.edu/SOE/For-teacher-candidates) for details about applying to student teaching.

Chinese Studies Minor

(All colleges, excluding teacher certification programs)

18 credits

Core

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<tr>
<th>Course</th>
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<td>Intermediate Chinese II</td>
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<td>Advanced Chinese</td>
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<td>Business Chinese</td>
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<tr>
<td>CHI 305</td>
<td>Introduction to Modern Chinese Literature</td>
</tr>
<tr>
<td>or CHI 320</td>
<td>Introduction to Chinese Civilization</td>
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Select four credits of electives from:

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<tr>
<td>CHI 398</td>
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<td>CHI 301</td>
<td>Advanced Chinese 1</td>
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<tr>
<td>or CHI 315</td>
<td>Business Chinese</td>
</tr>
<tr>
<td>CHI 305</td>
<td>Introduction to Modern Chinese Literature 1</td>
</tr>
<tr>
<td>or CHI 320</td>
<td>Introduction to Chinese Civilization</td>
</tr>
<tr>
<td>CHI 326</td>
<td>Current Events</td>
</tr>
<tr>
<td>ENG 434</td>
<td>Chinese Discourse</td>
</tr>
<tr>
<td>HIS 327</td>
<td>History of Buddhism</td>
</tr>
<tr>
<td>HIS 334</td>
<td>Aspects of Chinese History</td>
</tr>
<tr>
<td>HIS 335</td>
<td>History of China</td>
</tr>
<tr>
<td>POL 333</td>
<td>Asian Government and Politics</td>
</tr>
<tr>
<td>POL 355</td>
<td>Political Ideologies</td>
</tr>
</tbody>
</table>

Total Credits: 18

1. May use as an elective category if not already used in the core.

French Minor

(All colleges)
21 credits above FRE 201, distributed as followed:

<table>
<thead>
<tr>
<th>Communication category</th>
<th>12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 202</td>
<td>Intermediate French II</td>
</tr>
<tr>
<td>FRE 300</td>
<td>Visual Encounters</td>
</tr>
<tr>
<td>FRE 301</td>
<td>Sound, Speech, and Proficiency</td>
</tr>
<tr>
<td>FRE 307</td>
<td>French for Professional Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections category</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 305</td>
<td>Exploring the Story</td>
</tr>
<tr>
<td>FRE 351</td>
<td>French Cinema</td>
</tr>
<tr>
<td>FRE 395</td>
<td>French Literary Voices in English</td>
</tr>
<tr>
<td>FRE 403</td>
<td>Studies in French/Francophone Literature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culture category</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 320</td>
<td>Perspectives on French Civilization</td>
</tr>
<tr>
<td>FRE 322</td>
<td>French without Borders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 220</td>
<td>France and the Francophone World</td>
</tr>
<tr>
<td>FRE 317</td>
<td>Practice in Translation</td>
</tr>
<tr>
<td>FRE 430</td>
<td>French Connections</td>
</tr>
<tr>
<td>FRE 450</td>
<td>National/International Intern Program</td>
</tr>
<tr>
<td>FRE 495</td>
<td>Honors Seminar in French</td>
</tr>
<tr>
<td>FRE 498</td>
<td>Independent Study</td>
</tr>
<tr>
<td>FRE 499</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

Total Credits: 21

1. FRE 220 or FRE 395 may count towards the minor, but not both.

Students may take up to 6 credits abroad for their French minor after studying abroad for a period of 12-16 weeks.

French Education Minor (Early Adolescence-Adolescence Certification)

(Teacher certification program: early adolescence-adolescence) 27 credits

<table>
<thead>
<tr>
<th>Communication category</th>
<th>9 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 300</td>
<td>Visual Encounters</td>
</tr>
<tr>
<td>FRE 301</td>
<td>Sound, Speech, and Proficiency</td>
</tr>
<tr>
<td>FRE 307</td>
<td>French for Professional Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culture category</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 220</td>
<td>France and the Francophone World</td>
</tr>
<tr>
<td>FRE 320</td>
<td>Perspectives on French Civilization</td>
</tr>
<tr>
<td>FRE 322</td>
<td>French without Borders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections category</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 305</td>
<td>Exploring the Story</td>
</tr>
<tr>
<td>FRE 351</td>
<td>French Cinema</td>
</tr>
<tr>
<td>FRE 395</td>
<td>French Literary Voices in English</td>
</tr>
<tr>
<td>FRE 403</td>
<td>Studies in French/Francophone Literature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 220</td>
<td>France and the Francophone World</td>
</tr>
<tr>
<td>FRE 317</td>
<td>Practice in Translation</td>
</tr>
<tr>
<td>FRE 430</td>
<td>French Connections</td>
</tr>
<tr>
<td>FRE 450</td>
<td>National/International Intern Program</td>
</tr>
<tr>
<td>FRE 495</td>
<td>Honors Seminar in French</td>
</tr>
<tr>
<td>FRE 498</td>
<td>Independent Study</td>
</tr>
<tr>
<td>FRE 499</td>
<td>Independent Study</td>
</tr>
<tr>
<td>INS 251</td>
<td>Study Abroad Practicum: Journaling</td>
</tr>
</tbody>
</table>

Total Credits: 33

1. FRE 220 or FRE 395 may count toward the minor, but not both.

Study abroad requirement:
1. All students should consult with their advisor in French regarding specific requirements for study abroad.
2. All French education minors are required to complete an approved foreign language immersion experience of at least 14 weeks (one semester).
3. Students are required to complete FRE 300, FRE 301, FRE 307, and one course listed under Culture before studying abroad. Up to 9 credits may be taken abroad at a site approved by the Department of Modern Languages, or on approved faculty-led programs.
4. Only electives category may be taken abroad.
5. Students must take INS 251 during their study abroad program.

Proficiency requirement:
Prior to student teaching, teacher candidates are required to
1. Demonstrate proficiency with an “Intermediate High” rating on the American Council Teaching of Foreign Languages Oral Proficiency test in French (ACTFL-OPIc) and
2. Demonstrate proficiency with an “Intermediate High” rating on the American Council Teaching of Foreign Languages Written Proficiency test in French (ACTFL-WPT internet)

French Education Minor (Middle Childhood-Early Adolescence Certification)

(Teacher certification program: middle childhood-early adolescence) 27 credits

<table>
<thead>
<tr>
<th>Communication category</th>
<th>9 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 300</td>
<td>Visual Encounters</td>
</tr>
<tr>
<td>FRE 301</td>
<td>Sound, Speech, and Proficiency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culture category</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 220</td>
<td>France and the Francophone World</td>
</tr>
<tr>
<td>FRE 320</td>
<td>Perspectives on French Civilization</td>
</tr>
<tr>
<td>FRE 322</td>
<td>French without Borders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections category</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 305</td>
<td>Exploring the Story</td>
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<tr>
<td>FRE 351</td>
<td>French Cinema</td>
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<td>FRE 395</td>
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<tr>
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<td>Studies in French/Francophone Literature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 220</td>
<td>France and the Francophone World</td>
</tr>
<tr>
<td>FRE 317</td>
<td>Practice in Translation</td>
</tr>
<tr>
<td>FRE 430</td>
<td>French Connections</td>
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<tr>
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</tr>
<tr>
<td>FRE 495</td>
<td>Honors Seminar in French</td>
</tr>
<tr>
<td>FRE 498</td>
<td>Independent Study</td>
</tr>
<tr>
<td>FRE 499</td>
<td>Independent Study</td>
</tr>
<tr>
<td>INS 251</td>
<td>Study Abroad Practicum: Journaling</td>
</tr>
</tbody>
</table>

Total Credits: 33

1. FRE 220 or FRE 395 may count toward the minor, but not both.
FRE 307 French for Professional Communication

**Culture category**

Select three credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 220</td>
<td>France and the Francophone World</td>
<td>1</td>
</tr>
<tr>
<td>FRE 320</td>
<td>Perspectives on French Civilization</td>
<td>3</td>
</tr>
<tr>
<td>FRE 322</td>
<td>French without Borders</td>
<td>3</td>
</tr>
</tbody>
</table>

**Connections category**

Select three credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 305</td>
<td>Exploring the Story</td>
<td>1</td>
</tr>
<tr>
<td>FRE 351</td>
<td>French Cinema</td>
<td>3</td>
</tr>
<tr>
<td>FRE 395</td>
<td>French Literary Voices in English</td>
<td>3</td>
</tr>
<tr>
<td>FRE 403</td>
<td>Studies in French/Francophone Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select six credits from the following electives if not used towards the previous categories:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 220</td>
<td>France and the Francophone World</td>
<td>1</td>
</tr>
<tr>
<td>FRE 305</td>
<td>Exploring the Story</td>
<td>3</td>
</tr>
<tr>
<td>FRE 317</td>
<td>Practice in Translation</td>
<td>3</td>
</tr>
<tr>
<td>FRE 351</td>
<td>French Cinema</td>
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</tr>
<tr>
<td>FRE 403</td>
<td>Studies in French/Francophone Literature</td>
<td>3</td>
</tr>
<tr>
<td>FRE 450</td>
<td>National/International Intern Program</td>
<td>3</td>
</tr>
<tr>
<td>FRE 498</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>FRE 499</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>INS 251</td>
<td>Study Abroad Practicum: Journaling</td>
<td>3</td>
</tr>
<tr>
<td>or approved study abroad credit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Language education**

Select six credits of electives in German at the 300/400 level:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLG 306</td>
<td>Introduction to Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>MLG 473</td>
<td>Teaching World Languages: From Early Childhood to Early Adolescence (for elementary and middle school licensure in a modern language)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 27

1. FRE 220 or FRE 395 may count towards the minor, but not both.

**MC-EA teacher education candidates are encouraged to work toward or complete a French major. Consult with a French education advisor if you plan to major in French education.**

**Study abroad requirement:**

1. All students should consult with their advisor in French regarding specific requirements for study abroad.
2. MC-EA program/major candidates are required to complete a minimum of 10 weeks (14 weeks or a full semester are recommended) abroad in a program approved by the Department of Modern Languages; all students must consult with their modern language advisor before committing to a specific study abroad program.
3. Students are required to complete FRE 300, FRE 301, FRE 307, and one course listed under Culture before studying abroad. Up to 9 credits may be taken abroad at a site approved by the Department of Modern Languages, or on approved faculty-led programs.
4. Students must take INS 251 Study Abroad Practicum: Journaling (1 cr.) during their study abroad program.

**Proficiency requirement:**

Prior to student teaching, teacher candidates are required to

1. Demonstrate proficiency with an "Intermediate High" rating on the American Council Teaching of Foreign Languages Oral Proficiency test in French (ACTFL-OPIc) and
2. Demonstrate proficiency with an "Intermediate High" rating on the American Council Teaching of Foreign Languages Written Proficiency test in French (ACTFL-WPT Internet).

**German Studies Minor**

(All colleges excluding teacher certification programs)

18 credits excluding GER 202

Select one of the following in literature:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 301</td>
<td>An Introduction to German Literature</td>
<td>3</td>
</tr>
<tr>
<td>GER 403</td>
<td>Studies of German Literature</td>
<td>3</td>
</tr>
<tr>
<td>GER 406</td>
<td>Contemporary German Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 320</td>
<td>German Civilization: 1870-Reunification</td>
<td>3</td>
</tr>
<tr>
<td>GER 321</td>
<td>German Civilization: 1989-Present</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following in German skills development:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 300</td>
<td>Advanced German</td>
<td>6</td>
</tr>
<tr>
<td>GER 311</td>
<td>German Conversation and Composition</td>
<td>3</td>
</tr>
<tr>
<td>GER 313</td>
<td>German Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>GER 330</td>
<td>German Conversation and Phonetics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select six credits of electives in German at the 300/400 level:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 398</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GER 399</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 18

1. excluding GER 398 and GER 399. A maximum of 6 units from GER 326, GER 327, GER 328, and/or GER 329.

**German Studies Education Minor**

(Early Adolescence-Adolescence Certification)

(Teacher certification programs: early adolescence-adolescence)

24 credits

**Bridge course:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 300</td>
<td>Advanced German</td>
<td>3</td>
</tr>
</tbody>
</table>

**300 level courses:**

**Language:**

Select two of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 311</td>
<td>German Conversation and Composition</td>
<td>6</td>
</tr>
<tr>
<td>GER 313</td>
<td>German Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>GER 330</td>
<td>German Conversation and Phonetics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Culture/civilization:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 320</td>
<td>German Civilization: 1870-Reunification</td>
<td>3</td>
</tr>
<tr>
<td>or GER 321</td>
<td>German Civilization: 1989-Present</td>
<td>3</td>
</tr>
</tbody>
</table>

**Literature:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 301</td>
<td>An Introduction to German Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives:**

Select one German elective at the 300/400 level. Electives may be taken abroad.

**Language education:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLG 406</td>
<td>Language Assessment and Testing</td>
<td>3</td>
</tr>
</tbody>
</table>
German Studies Education Minor (Middle Childhood-Early Adolescence Certification)

(Teacher certification programs: middle childhood-early adolescence)

27 credits

Bridge course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 300</td>
<td>Advanced German</td>
<td>3</td>
</tr>
</tbody>
</table>

300 level language and literature courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 301</td>
<td>An Introduction to German Literature</td>
<td>3</td>
</tr>
<tr>
<td>Select six credits of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GER 311</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>German Conversation and Composition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GER 313</td>
<td></td>
</tr>
<tr>
<td></td>
<td>German Grammar and Composition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GER 330</td>
<td></td>
</tr>
<tr>
<td></td>
<td>German Conversation and Phonetics</td>
<td></td>
</tr>
<tr>
<td>Or equivalent courses from study abroad</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

300 level core culture and civilization courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 320</td>
<td>German Civilization: 1870-Reunification</td>
<td>3</td>
</tr>
<tr>
<td>GER 326</td>
<td>Current Events</td>
<td>1</td>
</tr>
<tr>
<td>Select three credits of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GER 321</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>German Civilization: 1989-Present</td>
<td></td>
</tr>
<tr>
<td>Or equivalent course from study abroad</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Electives:

Select electives at the 300/400 level in German

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language education (3 credits in teaching methods)</td>
<td>5</td>
</tr>
</tbody>
</table>

Spanish Minor

Spanish advising

Students should consult with an advisor in the Department of Modern Languages regarding their individual plan of study. Students planning to pursue graduate studies in Spanish need to be aware of special requirements.

Spanish policy of transfer of study abroad credits

The following policy applies to all Spanish credits taken abroad. Students may transfer the following credits per term from study abroad experiences:

Winter term:
4 weeks: 4-5 credits

Summer term:
4 weeks: 4-5 credits
6 weeks: 6-8 credits
8 weeks: 8-10 credits
10 weeks: 8-10 credits
Fall/Spring semester term:
12-16 weeks: 12 credits (Exceptions may be allowed for partner programs.)

In the case of one year study abroad, there is a maximum of 16 credits which students majoring in Spanish can take abroad and apply to the major (nine credits applicable for minors). Credits taken in excess of that can be transferred to UW-L as university elective credit.

Minor requirements
(All colleges, excluding teacher certification programs)
18 credits

SPA 300 Oral Proficiency Through Grammar Review 4
SPA 320 Spanish Civilization 3
or SPA 321 Spanish American Civilization
SPA 326 Current Events 1
SPA 330 Advanced Grammar and Syntax 3
Select one credit of the following:
SPA 327 Grammar Review
SPA 328 Reading for Language Proficiency
SPA 329 Reporting and Publishing News in Spanish
Select six credits of electives from 300/400 level courses 6
Total Credits 18

Spanish Education Minor (Early Adolescence-Adolescence Certification)

Spanish advising
Students should consult with an advisor in the Department of Modern Languages regarding their individual plan of study. Students planning to pursue graduate studies in Spanish need to be aware of special requirements.

Spanish policy of transfer of study abroad credits

The following policy applies to all Spanish credits taken abroad. Students may transfer the following credits per term from study abroad experiences:

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4 weeks: 4-5 credits
Summer term:
4 weeks: 4-5 credits
6 weeks: 6-8 credits
8 weeks: 8-10 credits
10 weeks: 8-10 credits

Fall/Spring semester term:
12-16 weeks: 12 credits (Exceptions may be allowed for partner programs.)

In the case of one year study abroad, there is a maximum of 16 credits which students majoring in Spanish can take abroad and apply to the major (nine credits applicable for minors). Credits taken in excess of that can be transferred to UW-L as university elective credit.

Minor requirements
Teacher certification programs)
24 credits

Bridge course:
SPA 300 Oral Proficiency Through Grammar Review 4

300 level courses:
Language:
SPA 330 Advanced Grammar and Syntax 3
SPA 331 Spanish Phonetics 3
SPA 326 Current Events 1
SPA 427 Spanish Grammar for Teachers 1
Culture/civilization:
SPA 308 Cultures and Civilizations of the Spanish Speaking World 3
SPA 320 Spanish Civilization 3
or SPA 321 Spanish American Civilization
Language education:
MLG 406 Language Assessment and Testing 3
MLG 474/574 Teaching World Languages: From Early Adolescence to Adolescence (for secondary licensure in Spanish for EA-A candidates with other licensure majors) 3
Total Credits 24

Study abroad requirement:
1. All students should consult with their advisor in Spanish regarding specific requirements for study abroad.
2. All Spanish education minors are required to complete an approved foreign language immersion experience of at least 14 weeks (one semester)
3. Students are required to complete the 300 level core of courses before studying abroad

Proficiency requirement:
Prior to student teaching, teacher candidates are required to
1. Demonstrate proficiency with an "Intermediate High" rating on the American Council Testing of Foreign Languages Oral Proficiency test in Spanish (ACTFL-OPIc) and

Spanish Education Minor (Middle Childhood - Early Adolescence Certification)

Spanish advising
Students should consult with an advisor in the Department of Modern Languages regarding their individual plan of study. Students planning to pursue graduate studies in Spanish need to be aware of special requirements.
Spanish policy of transfer of study abroad credits

The following policy applies to all Spanish credits taken abroad. Students may transfer the following credits per term from study abroad experiences:

**Winter term:**
4 weeks: 4-5 credits

**Summer term:**
4 weeks: 4-5 credits
6 weeks: 6-8 credits
8 weeks: 8-10 credits
10 weeks: 8-10 credits

**Fall/Spring semester term:**
12-16 weeks: 12 credits (Exceptions may be allowed for partner programs.)

In the case of one year study abroad, there is a maximum of 16 credits which students majoring in Spanish can take abroad and apply to the major (nine credits applicable for minors). Credits taken in excess of that can be transferred to UW-L as university elective credit.

Minor requirements
(Teacher certification programs)

27 credits

**Bridge course:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 300</td>
<td>Oral Proficiency Through Grammar Review</td>
<td>4</td>
</tr>
</tbody>
</table>

**300 level Language and literature courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 305</td>
<td>Introduction to Hispanic Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPA 330</td>
<td>Advanced Grammar and Syntax</td>
<td>3</td>
</tr>
<tr>
<td>SPA 331</td>
<td>Spanish Phonetics</td>
<td>3</td>
</tr>
</tbody>
</table>

**300 level culture and civilization courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 308</td>
<td>Cultures and Civilizations of the Spanish Speaking World</td>
<td>3</td>
</tr>
<tr>
<td>SPA 320</td>
<td>Spanish Civilization</td>
<td>3</td>
</tr>
<tr>
<td>SPA 321</td>
<td>Spanish American Civilization</td>
<td>3</td>
</tr>
<tr>
<td>SPA 326</td>
<td>Current Events</td>
<td>1</td>
</tr>
</tbody>
</table>

**Spanish language education course:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 427</td>
<td>Spanish Grammar for Teachers</td>
<td>1</td>
</tr>
</tbody>
</table>

**Language education (three credits in teaching methods):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLG 473/573</td>
<td>Teaching World Languages: From Early Childhood to Early Adolescence (elementary and middle school licensure in a modern language)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**

27

Note: MC-EA teacher education candidates are encouraged to work toward or complete a Spanish major. Consult with a Spanish education advisor if you plan to major in Spanish education.

Study abroad requirement:

1. All students should consult with their advisor in Spanish regarding specific requirements for study abroad.
2. MC-EA program/major candidates are required to complete a minimum of 10 weeks (14 weeks or a full semester are recommended) abroad in a program approved by the Department of Modern Languages; all students must consult with their modern language advisor before committing to a specific study abroad program.
3. Students are required to complete SPA 300 Oral Proficiency Through Grammar Review (4 cr.), SPA 308 Cultures and Civilizations of the Spanish Speaking World (3 cr.) and one other 3 credit 300-level course before studying abroad. Up to 13 credits may be taken abroad at a site approved by the Department of Modern Languages, or on approved faculty-led programs.

Proficiency requirement:

Prior to student teaching, teacher candidates are required to

1. Demonstrate proficiency with an "Intermediate High” rating on the American Council Teaching of Foreign Languages Oral Proficiency test in Spanish (ACTFL-OPIc) and
2. Demonstrate proficiency with an "Intermediate High” rating on the American Council Teaching of Foreign Languages Written Proficiency test in Spanish (ACTFL-WPT internet).

Teaching English to Speakers of Other Languages (TESOL) Minor
(All colleges)

21-22 credits

Language requirements:

**A. Proficiency in a foreign language (no credits) as demonstrated by one of the following:**

- Advanced Placement (AP) foreign language exam score of 3 or higher
- Placing into a 201 level or higher foreign language course at UWL
- A score of 70 or higher on the La Crosse Battery (non-native speakers of English)
- A grade of "B" or better in a 102 level or higher foreign language course (taught in the foreign language) taken at UWL (Foreign language classes taken at UWL also count toward general education credits.) See below foreign language course list.

**Foreign language requirement courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 102</td>
<td>Elementary French II</td>
<td>3</td>
</tr>
<tr>
<td>FRE 201</td>
<td>Intermediate French I</td>
<td>3</td>
</tr>
<tr>
<td>FRE 202</td>
<td>Intermediate French II</td>
<td>3</td>
</tr>
<tr>
<td>GER 102</td>
<td>Elementary German II</td>
<td>4</td>
</tr>
<tr>
<td>FRE 300</td>
<td>Visual Encounters</td>
<td>3</td>
</tr>
<tr>
<td>FRE 301</td>
<td>Sound, Speech, and Proficiency</td>
<td>3</td>
</tr>
<tr>
<td>GER 201</td>
<td>Intermediate German I</td>
<td>4</td>
</tr>
<tr>
<td>GER 202</td>
<td>Intermediate German II</td>
<td>4</td>
</tr>
<tr>
<td>GER 300</td>
<td>Advanced German</td>
<td>3</td>
</tr>
<tr>
<td>MLG 102</td>
<td>World Languages: Elementary II</td>
<td>4</td>
</tr>
<tr>
<td>MLG 201</td>
<td>World Languages: Intermediate I</td>
<td>4</td>
</tr>
<tr>
<td>MLG 202</td>
<td>World Languages: Intermediate II</td>
<td>4</td>
</tr>
<tr>
<td>MLG 204</td>
<td>Heritage Language: Intermediate</td>
<td>4</td>
</tr>
<tr>
<td>MLG 304</td>
<td>Heritage Language: Advanced</td>
<td>4</td>
</tr>
<tr>
<td>SPA 102</td>
<td>Elementary Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>SPA 103</td>
<td>Elementary Spanish I and II</td>
<td>4</td>
</tr>
<tr>
<td>SPA 201</td>
<td>Intermediate Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPA 202</td>
<td>Intermediate Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SPA 300</td>
<td>Oral Proficiency Through Grammar Review</td>
<td>4</td>
</tr>
<tr>
<td>SPA 303</td>
<td>Integrated Skills Development I</td>
<td>4</td>
</tr>
<tr>
<td>SPA 304</td>
<td>Integrated Skills Development II</td>
<td>4</td>
</tr>
<tr>
<td>CHI 102</td>
<td>Elementary Chinese I</td>
<td>4</td>
</tr>
<tr>
<td>CHI 201</td>
<td>Intermediate Chinese I</td>
<td>4</td>
</tr>
<tr>
<td>CHI 202</td>
<td>Intermediate Chinese II</td>
<td>4</td>
</tr>
<tr>
<td>CHI 301</td>
<td>Advanced Chinese</td>
<td>3</td>
</tr>
<tr>
<td>RUS 102</td>
<td>Elementary Russian I</td>
<td>4</td>
</tr>
<tr>
<td>RUS 201</td>
<td>Intermediate Russian I</td>
<td>4</td>
</tr>
<tr>
<td>RUS 202</td>
<td>Intermediate Russian II</td>
<td>4</td>
</tr>
<tr>
<td>ESL 250</td>
<td>ESL Speaking</td>
<td>4</td>
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<tr>
<td>ESL 252</td>
<td>ESL Writing/Grammar</td>
<td>4</td>
</tr>
<tr>
<td>ENG 110</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>College Writing AP (Advanced Placement)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 303</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 304</td>
<td>Writing in the Arts and Humanities</td>
<td>3</td>
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<tr>
<td>ENG 306</td>
<td>Writing in Education</td>
<td>3</td>
</tr>
<tr>
<td>ENG 309</td>
<td>Writing in the Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MLG 306</td>
<td>Introduction to Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>MLG 340</td>
<td>The Study of Language</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 331</td>
<td>Introduction to Linguistics</td>
<td></td>
</tr>
<tr>
<td>MLG 345</td>
<td>Intercultural Interactions</td>
<td>3</td>
</tr>
<tr>
<td>MLG 406</td>
<td>Language Assessment and Testing</td>
<td>3</td>
</tr>
<tr>
<td>TSL 400</td>
<td>Teaching English to Speakers of Other Languages (TESOL) Policies and Program Models</td>
<td>4</td>
</tr>
<tr>
<td>TSL 463</td>
<td>Teaching English to Speakers of Other Languages (TESOL) Methods</td>
<td>3</td>
</tr>
<tr>
<td>TSL 425</td>
<td>Global Issues in TESOL</td>
<td>3</td>
</tr>
<tr>
<td>TSL 350</td>
<td>ESL Program Development</td>
<td>3</td>
</tr>
<tr>
<td>MLG 406</td>
<td>Language Assessment and Testing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 332</td>
<td>Modern English Grammars</td>
<td>3</td>
</tr>
<tr>
<td>ENG 334</td>
<td>Language Study for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>TSL 498</td>
<td>Independent Study (must take for 3 credits to fulfill elective)</td>
<td>1-3</td>
</tr>
<tr>
<td>PSY 436</td>
<td>Psychology of Language (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>ANT 196</td>
<td>Introduction to Linguistic Anthropology (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>FRE 201</td>
<td>Intermediate French I</td>
<td>3</td>
</tr>
<tr>
<td>FRE 202</td>
<td>Intermediate French II</td>
<td>3</td>
</tr>
<tr>
<td>FRE 300</td>
<td>Visual Encounters</td>
<td>3</td>
</tr>
<tr>
<td>FRE 301</td>
<td>Sound, Speech, and Proficiency</td>
<td>3</td>
</tr>
<tr>
<td>FRE 307</td>
<td>French for Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>FRE 220</td>
<td>France and the Francophone World</td>
<td>3</td>
</tr>
<tr>
<td>FRE 305</td>
<td>Exploring the Story</td>
<td>3</td>
</tr>
<tr>
<td>FRE 320</td>
<td>Perspectives on French Civilization</td>
<td>3</td>
</tr>
<tr>
<td>FRE 322</td>
<td>French without Borders</td>
<td>3</td>
</tr>
<tr>
<td>FRE 351</td>
<td>French Cinema</td>
<td>3</td>
</tr>
<tr>
<td>FRE 395</td>
<td>French Literary Voices in English</td>
<td>3</td>
</tr>
<tr>
<td>FRE 403</td>
<td>Studies in French/Francophone Literature</td>
<td>3</td>
</tr>
<tr>
<td>FRE 430</td>
<td>French Connections</td>
<td>3</td>
</tr>
<tr>
<td>FRE 450</td>
<td>National/International Intern Program</td>
<td></td>
</tr>
</tbody>
</table>

**B. Proficiency in English (no credits) as demonstrated by a grade of "B" or better in one of the following courses:**

**English language requirement courses:**

- ENG 110  | College Writing I                                 | 3       |
- ENG 112  | College Writing AP (Advanced Placement)           | 3       |
- ENG 303  | Advanced Composition                              | 3       |
- ENG 304  | Writing in the Arts and Humanities                | 3       |
- ENG 306  | Writing in Education                              | 3       |
- ENG 309  | Writing in the Sciences                           | 3       |

**Core:**

Education majors complete 19 core credits, comprised of the following courses:

- MLG 306  | Introduction to Second Language Acquisition       | 3       |
- MLG 340  | The Study of Language                              | 3       |
- or ENG 331 | Introduction to Linguistics                      |         |
- MLG 345  | Intercultural Interactions                        | 3       |
- MLG 406  | Language Assessment and Testing                   | 3       |
- TSL 400  | Teaching English to Speakers of Other Languages (TESOL) Policies and Program Models | 4 |
- TSL 463  | Teaching English to Speakers of Other Languages (TESOL) Methods | 3 |

Total Credits: 19

All other majors complete 18 core credits, comprised of the following courses:

- MLG 306  | Introduction to Second Language Acquisition       | 3       |
- MLG 340  | The Study of Language                              | 3       |
- or ENG 331 | Introduction to Linguistics                      |         |
- MLG 345  | Intercultural Interactions                        | 3       |
- TSL 400  | Teaching English to Speakers of Other Languages (TESOL) Policies and Program Models | 4 |
- TSL 450  | TESOL National/International Intern Program       | 2       |
- TSL 463  | Teaching English to Speakers of Other Languages (TESOL) Methods | 3 |

Total Credits: 18

**Electives:**

Education majors take 3 credits from the following:

- TSL 350  | ESL Program Development                           | 3       |
- TSL 425  | Global Issues in TESOL                            | 3       |
- TSL 450  | TESOL National/International Intern Program       | 1-3     |

**All other majors choose one of the following courses:**

- TSL 425  | Global Issues in TESOL                            | 3       |
- TSL 350  | ESL Program Development                           | 3       |
- MLG 406  | Language Assessment and Testing                   | 3       |
- ENG 332  | Modern English Grammars                           | 3       |
- ENG 334  | Language Study for Teachers                       | 3       |
- TSL 498  | Independent Study (must take for 3 credits to fulfill elective) | 1-3 |

**Teacher certification** – To teach English language learners in public schools, a student must complete requirements in professional education, complete a certifiable major and TESOL minor, pass the ESL Praxis II exam and the Praxis II exam(s) for the certifiable major(s), and student teach English language learners at appropriate levels.

TESOL minors are additionally encouraged to consider these courses which may be considered as substitution for the elective requirement (prior approval of TESOL director required).

- PSY 436 Psychology of Language (3 cr.)
- ANT 196 Introduction to Linguistic Anthropology (3 cr.)

TESOL minors who study abroad for at least 8 weeks may substitute the three course sequence INS 250, INS 251, and INS 252 (a total of 3 credits) for MLG 345 Intercultural Interactions with prior approval of the TESOL director.

Also see English as a Second Language Institute (p. 128).

**French Studies Certificate**

(All colleges)

18 credits above FRE 102 including:

- FRE 201  | Intermediate French I                            | 3       |
- FRE 202  | Intermediate French II                           | 3       |
- FRE 300  | Visual Encounters                                 | 3       |
- FRE 301  | Sound, Speech, and Proficiency                    | 3       |
- FRE 307  | French for Professional Communication             | 3       |
- FRE 220  | France and the Francophone World                  | 3       |
- FRE 305  | Exploring the Story                               | 3       |
- FRE 320  | Perspectives on French Civilization               | 3       |
- FRE 322  | French without Borders                            | 3       |
- FRE 351  | French Cinema                                     | 3       |
- FRE 395  | French Literary Voices in English                 | 3       |
- FRE 403  | Studies in French/Francophone Literature          | 3       |
- FRE 430  | French Connections                                | 3       |
- FRE 450  | National/International Intern Program             |         |

Total Credits: 18

To complete the certificate program, a candidate must earn a minimum 2.5 cumulative GPA for course work in the certificate.
Russian Studies Certificate

(All colleges)

14 credits above RUS 102

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUS 201</td>
<td>Intermediate Russian I</td>
<td>4</td>
</tr>
<tr>
<td>RUS 202</td>
<td>Intermediate Russian II</td>
<td>4</td>
</tr>
<tr>
<td>RUS 305</td>
<td>Golden Age Russian Literature and Culture</td>
<td>3</td>
</tr>
<tr>
<td>Select three credits of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANT/HIS 312</td>
<td>Peoples and Cultures of Eastern Europe and the Former Soviet Union</td>
<td>3</td>
</tr>
<tr>
<td>HIS 325</td>
<td>America in the Cold War</td>
<td></td>
</tr>
<tr>
<td>HIS 339</td>
<td>Russia and the Soviet Union</td>
<td></td>
</tr>
<tr>
<td>POL 338</td>
<td>European Government and Politics</td>
<td></td>
</tr>
<tr>
<td>POL 341</td>
<td>America and the World</td>
<td></td>
</tr>
<tr>
<td>POL 344</td>
<td>Global Governance</td>
<td></td>
</tr>
<tr>
<td>POL 355</td>
<td>Political Ideologies</td>
<td></td>
</tr>
<tr>
<td>RUS 398</td>
<td>Directed Studies</td>
<td></td>
</tr>
<tr>
<td>POL 334</td>
<td>Post-Communist Politics</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 14

1 May use INS 250, INS 251, and INS 252 (if studying abroad in Russia) to satisfy the elective category.

In order to complete the certificate program, a candidate must earn a minimum 2.50 cumulative GPA for course work in the certificate.

Alvida Ahlstrom Honors Program

Program

1. Admission
   a. Junior standing
   b. 3.60 in French, German or Spanish course work at the 300 or 400 level

2. Program
   a. Completion of the regular major or minor requirements
   b. FRE 495 /SPA 495/GER 495
   c. Three additional credits of literature or civilization at the 300 or 400 level
   d. Department approval of seminar paper or project; submission of completed paper to the department

3. Evaluation
   a. A cumulative 3.60 grade point average in the major or minor at graduation
   b. Distinguished performance on a paper or project developed in the French, Spanish, or German seminar course.
   c. Approval by the departmental staff.

Philosophy Department (PHL)

College of Liberal Studies
Department Chair: Eric Kraemer
4112 Centennial Hall; 608.785.8423
Email: ekraemer@uwla.edu

Department Chair: Timothy McAndrews
435A Wimberly Hall; 608.785.6774

Email: tmcandrews@uwla.edu

www.uwlax.edu/philosophy

The significant features of the Department of Philosophy at UW-La Crosse include its broadly prepared faculty and its diverse course offerings. The philosophy faculty members, all of whom have doctorates in philosophy, represent many different philosophical viewpoints and diverse competencies and interests. The coursework available in the Philosophy Program represents not only all of the important traditional areas of philosophy but also new interests and developments in the field.

Philosophy fosters creative and critical thinking and helps one to understand human thought through the ages as well as developing an insightful perspective on the present scene. Students often major in another discipline at the same time they are studying philosophy. This joint major program is excellent preparation for many programs of study beyond the baccalaureate degree including law, business, and medicine.

2016-17 Faculty/Staff

The following is the department's faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor
Eric Kraemer

Associate Professor
Sheryl Tuttle Ross

Assistant Professor
Samuel Cocks
Rox Glass
Mary Krizan
Sharon Scherwitz

Administrative Support
Mandy Wagner

Majors
• Philosophy major - BA (p. 201)
• Philosophy major - BS (p. 203)

Minor
• Philosophy minor (p. 205)

Honors
• Philosophy honors program (p. 205)
Philosophy Major - Bachelor of Arts (BA)

Major requirements
(All colleges, excluding teacher certification programs)

30 credits

Core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 100</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>or PHL 120</td>
<td>Introduction to Ethics and Society: The Person and the Community</td>
<td>3</td>
</tr>
<tr>
<td>or PHL 200</td>
<td>Introduction to the Literature of Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 101</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHL 201</td>
<td>Ethical Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>or PHL 303</td>
<td>Ethics and Meta-Ethics: Theory and Justification</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 205</td>
<td>History of Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHL 206</td>
<td>History of Modern Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHL 496</td>
<td>Integrative Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective courses
Select 12 credits of electives in philosophy  12

Total Credits 30

Majors must take four philosophy courses at the 300/400 level including PHL 496. No more than six credits of PHL 494, PHL 495, and PHL 497 shall count toward the major.

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 201)
- Baccalaureate degree requirements (p. 202)

College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.

6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced

   Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university's English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and

2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and

2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and

3. One additional course in social sciences or humanities.

C. Fine arts track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and

2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and

3. One additional course in social sciences or humanities.
In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student's major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student's major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 59).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/reg) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student's program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

*This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.*

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
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<td>Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Natural Lab Science</td>
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<td>Minority</td>
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</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>Gen Ed Math</td>
<td>4</td>
</tr>
<tr>
<td>PHL 120 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td>Gen Ed Literacy-Written</td>
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<td>PHL 100 or 200</td>
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### Year 2

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<th>Fall</th>
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<td>102+ Level Gen Ed/CLS Core Language</td>
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<td>CLS Core</td>
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<tr>
<td>PHL 205</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>PHL 101</td>
<td>3</td>
<td>PHL 206</td>
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### Year 3

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<th>Spring</th>
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<tr>
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<td>3</td>
<td>Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Health &amp; Well Being</td>
<td></td>
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<tr>
<td>PHL 201 or 303</td>
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<td>Gen Ed Arts</td>
<td>2-3</td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Philosophy Advanced Elective Course</td>
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</tbody>
</table>
University Elective 3 CLS Core Elective 3

15 15

Year 4
Fall
Minor Course Credits Spring Credits
University Elective 3 Philosophy Advanced Elective Course 3

PHL 496 (Fall only) 3 CLS Core Diversity Elective 3

Philosophy Advanced Elective Course 3 Philosophy Advanced Elective Course 3

Minor Course 3 Minor Course 3

15 15

Total Credits: 120

1 PHL 100 and PHL 200 count as Gen Ed credit toward the minimum 48 credits needed UWL degrees.
2 CLS Core Humanities and Fine Arts Tracks require 102+ level language. CLS Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

At least two courses must be designed as writing emphasis.

Philosophy Major - Bachelor of Science (BS)

Major requirements
(All colleges, excluding teacher certification programs)

30 credits

Core courses

PHL 100 Introduction to Philosophy 3
or PHL 120 Introduction to Ethics and Society: The Person and the Community

PHL 201 Ethical Theory and Practice 3
or PHL 303 Ethics and Meta-Ethics: Theory and Justification

PHL 205 History of Ancient Philosophy 3

PHL 206 History of Modern Philosophy 3

PHL 496 Integrative Seminar 3

Elective courses

Select 12 credits of electives in philosophy 12

Total Credits 30

Majors must take four philosophy courses at the 300/400 level including PHL 496. No more than six credits of PHL 494, PHL 495, and PHL 497 shall count toward the major.

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 203)
- Baccalaureate degree requirements (p. 204)

College of Liberal Studies (CLS/SAC)

Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS %20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student’s major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must
be outside the student's major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

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General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student's program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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<tbody>
<tr>
<td>CST 110</td>
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<td>Gen Ed Minorities</td>
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<td>Gen Ed Natural Lab Science</td>
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<td>Gen Ed Global Studies</td>
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<td>HIS 101, 102, or ARC 200</td>
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<td>ENG 110 or 112</td>
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<tr>
<td>PHL 120 (Gen Ed Self &amp; Society)</td>
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<td>PHL 100 or 200</td>
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<th>Spring</th>
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<td>CLS Core Course</td>
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<td>PHL 205</td>
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<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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<tr>
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<tr>
<td>Minor Course</td>
<td>3</td>
<td>Philosophy Elective Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Hum/Lit</td>
<td>3</td>
<td>Gen Ed Health &amp; Well Being</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHL 201 or 303</td>
<td>3</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td></td>
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<tr>
<td>Gen Ed Elective</td>
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<td>Philosophy Advanced Elective Course</td>
<td>3</td>
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<td>University Elective</td>
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<td>Philosophy Advanced Elective Course</td>
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<td>Minor Course</td>
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<td>CLS Core Diversity Course</td>
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<td>PHL 496 (Fall only)</td>
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Philosophy Advanced Elective Course  

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<td>or PHL 120</td>
<td>Introduction to Ethics and Society: The Person and the Community</td>
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<tr>
<td>or PHL 200</td>
<td>Introduction to the Literature of Philosophy</td>
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</tr>
<tr>
<td>PHL 205</td>
<td>History of Ancient Philosophy</td>
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<tr>
<td>PHL 206</td>
<td>History of Modern Philosophy</td>
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</table>

Elective courses  
Select nine credits of electives in philosophy  

Total Credits: 18

1. PHL 100 and PHL 200 count as Gen Ed credit toward the minimum 48 credits needed for a UWL degree.

At least two courses must be designed as writing emphasis.

Philosophy Minor  
(All colleges, excluding teacher certification programs)

18 credits

Core courses

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<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>PHL 100</td>
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<tr>
<td>or PHL 120</td>
<td>Introduction to Ethics and Society: The Person and the Community</td>
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<td>or PHL 200</td>
<td>Introduction to the Literature of Philosophy</td>
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<td>PHL 205</td>
<td>History of Ancient Philosophy</td>
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</tr>
<tr>
<td>PHL 206</td>
<td>History of Modern Philosophy</td>
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</tbody>
</table>

Elective courses

Select nine credits of electives in philosophy  

Total Credits: 18

The Department of Political Science and Public Administration in the College of Liberal Studies at UW-La Crosse offers both political science and public administration major and minor degree programs. There is also an honors program and a political science/public administration honor society. These provide special recognition to those who excel.

The department stresses the value of extracurricular activities and seeks to provide special opportunities for political science students. We especially excel in providing internship opportunities whereby students can earn up to 12 credits while gaining on-the-job experience with government agencies, law firms, etc. Many of the internships pay a salary; all help students get jobs upon graduation, and some are international. In addition to internships, the department sponsors or participates in the Model United Nations and Mock Trial programs and in a number of tour and study abroad programs.

The department’s strengths are in public administration, pre-law, international studies, and American government. The department provides internships, special opportunities, and career counseling in all of these areas. Many of the department’s graduates are working for the Wisconsin state government and federal government. Graduates who are interested in law school or graduate school have been quite successful in being admitted and in graduating with advanced degrees.

Pre-law

Students interested in attending law school are encouraged to select a major that interests them, and which challenges them. Political science or public administration are common majors selected by students interested in law school, but law schools make admissions decisions based on a strong record of academic success regardless of major. Law schools are also interested to see that a student has pursued coursework that has emphasized research and writing. In addition, students are encouraged to take courses from a wide variety of areas that will prepare them for work in law school, including political science, philosophy, history, English, sociology, and economics. In particular, the legal studies minor collects courses together focused on topics and skills that are desirable for students who are interested in legal fields, and is therefore recommended for students interested in law school. Courses that develop critical thinking and analytical skills will also help students prepare for the Law School Admission Test (LSAT), which tests reading, reasoning, and thinking skills.

General education writing emphasis

This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor

Alan Bigel

Cecilia Manrique

Associate Professor

Jo Arney

Ray Block
Political Science Major - Bachelor of Arts (BA)

Timothy Dale

Assistant Professor

Jeremy Arney
Regina Goodnow
Jacob Holt
John Kovari
Stephen McDougal
James Szymalak
Adam Van Liere

Administrative Support
Angela House

Majors

• Political science major - BA (p. 206)
• Political science major - BS (p. 209)
• Political science education major (early adolescence-adolescence certification) - BS (p. 212)
• Public administration major - BA (p. 214)
• Public administration major - BS (p. 217)
• Social studies education (broad field) major (early adolescence-adolescence certification) - BS (p. 219)

Minors

• Legal studies minor (p. 220)
• Political science minor (p. 221)
• Political science education minor (p. 221)
• Public administration minor (p. 221)
• Criminal justice minor (p. 222)

Honors

• Political science and/or public administration honors program (p. 222)

Political Science Major - Bachelor of Arts (BA)

Major requirements

(All colleges, excluding teacher certification programs)

30 credits, at least 15 credits of which must be at the 300/400 level.

Political science foundation:

<table>
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<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POL 101</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>POL 202</td>
<td>Contemporary Global Issues ^1</td>
<td></td>
</tr>
<tr>
<td>POL 234</td>
<td>Comparative Politics</td>
<td></td>
</tr>
<tr>
<td>POL 244</td>
<td>International Relations</td>
<td></td>
</tr>
<tr>
<td>POL 251</td>
<td>Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from:</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Political science areas of inquiry:

Select three credits at the 300/400 level in three of the following four areas of inquiry (see lists below):

- American government
- Comparative politics
- International relations
- Political theory

Political science electives:

Select an additional six credits of electives from political science (POL) or public administration (PUB) courses not used to satisfy the above requirements.

Total Credits 30

^1 Students may not take POL 202 Contemporary Global Issues (3 cr.) if they have already taken ANT 202, ECO 202, GEO 202, HIS 202, or SOC 202 Contemporary Global Issues (3 cr.). Instead, these students must take either POL 234 Comparative Politics (3 cr.) or POL 244 International Relations (3 cr.) to satisfy this requirement.

^2 Students who complete POL 261 Political Inquiry and Analysis (3 cr.) to satisfy this requirement must take at least three credits of 300/400-level electives.

^3 MTH 145 Elementary Statistics (4 cr.) is a required prerequisite of POL 361 Research Methods in Politics and Government (3 cr.).

^4 POL 361 Research Methods in Politics and Government (3 cr.) is a requirement for the political science and/or public administration honors program.

A maximum of three credits from each repeatable political science (POL) or public administration (PUB) course may be applied to the political science major.

Political science majors may count a maximum of nine credits towards a public administration major or six credits towards a public administration minor.

American government

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 102</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 211</td>
<td>The American Legal System</td>
<td>3</td>
</tr>
<tr>
<td>POL 222</td>
<td>Law, Governance and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 301</td>
<td>American Presidency</td>
<td>3</td>
</tr>
<tr>
<td>POL 302</td>
<td>Legislative Process</td>
<td>3</td>
</tr>
<tr>
<td>POL 303</td>
<td>Wisconsin Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 304</td>
<td>Politics and the Media</td>
<td>3</td>
</tr>
<tr>
<td>POL 305</td>
<td>Political Parties</td>
<td>3</td>
</tr>
<tr>
<td>POL 306</td>
<td>Judicial Process</td>
<td>3</td>
</tr>
<tr>
<td>POL 307</td>
<td>Political Language and Communications</td>
<td>3</td>
</tr>
<tr>
<td>POL 308</td>
<td>Interest Group Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 309</td>
<td>Identity Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 310</td>
<td>Public Opinion and Political Behavior</td>
<td>3</td>
</tr>
<tr>
<td>POL 326</td>
<td>Mock Trial I: Trial Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>POL 329</td>
<td>Mock Trial II: Preparation</td>
<td>2</td>
</tr>
<tr>
<td>POL 370</td>
<td>Constitutional Law I: Powers of Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 371</td>
<td>Constitutional Law II: The First Amendment</td>
<td>3</td>
</tr>
<tr>
<td>POL 372</td>
<td>Constitutional Law III: Racial, Gender and Targeted Group Discrimination</td>
<td>3</td>
</tr>
</tbody>
</table>
Other courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POL 373</td>
<td>Constitutional Law IV: Rights of the Accused</td>
<td>3</td>
</tr>
<tr>
<td>POL 374</td>
<td>Constitutional Law V: Right to Life</td>
<td>3</td>
</tr>
<tr>
<td>POL 375</td>
<td>Constitutional Law VI: Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>POL 376</td>
<td>Constitutional Law VII: Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>POL 377</td>
<td>Constitutional Law VIII: 1787 and Original Intent</td>
<td>3</td>
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</tbody>
</table>

**Comparative politics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 330</td>
<td>Politics of Developing Areas</td>
<td>3</td>
</tr>
<tr>
<td>POL 331</td>
<td>Politics of Democratization</td>
<td>3</td>
</tr>
<tr>
<td>POL 333</td>
<td>Asian Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 334</td>
<td>Post-Communist Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 336</td>
<td>Middle Eastern Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 337</td>
<td>African Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 338</td>
<td>European Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 339</td>
<td>Contemporary Latin America</td>
<td>3</td>
</tr>
<tr>
<td>POL 433</td>
<td>Women and Politics in Asia</td>
<td>3</td>
</tr>
<tr>
<td>POL 436</td>
<td>Women and Politics in the Middle East</td>
<td>3</td>
</tr>
<tr>
<td>POL 437</td>
<td>Women and Politics in Africa</td>
<td>3</td>
</tr>
<tr>
<td>POL 439</td>
<td>Women and Politics in Latin America</td>
<td>3</td>
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**International relations**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>POL 340</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>POL 341</td>
<td>America and the World</td>
<td>3</td>
</tr>
<tr>
<td>POL 344</td>
<td>Global Governance</td>
<td>3</td>
</tr>
<tr>
<td>POL 345</td>
<td>International Law</td>
<td>3</td>
</tr>
<tr>
<td>POL 346</td>
<td>Model UN: The United Nations System</td>
<td>3</td>
</tr>
<tr>
<td>POL 446</td>
<td>Model UN: International Diplomacy</td>
<td>3</td>
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</tbody>
</table>

**Political theory**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 350</td>
<td>American Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>POL 351</td>
<td>Classical Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>POL 353</td>
<td>Modern and Contemporary Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>POL 355</td>
<td>Political Ideologies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Other courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 201</td>
<td>Introduction to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>POL 205</td>
<td>Women and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>POL 215</td>
<td>Politics and Film</td>
<td>3</td>
</tr>
<tr>
<td>POL 250</td>
<td>Leadership and Engagement</td>
<td>1-2</td>
</tr>
<tr>
<td>POL 400</td>
<td>Political Forum</td>
<td>2-3</td>
</tr>
<tr>
<td>POL 450</td>
<td>Internship in Political Science</td>
<td>1-12</td>
</tr>
<tr>
<td>POL 451</td>
<td>Internship in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>POL 498</td>
<td>Honors/Graduate Reading &amp; Research in Political Science</td>
<td>2-3</td>
</tr>
<tr>
<td>POL 499</td>
<td>Independent Study in Political Science</td>
<td>1-3</td>
</tr>
<tr>
<td>PUB 210</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 320</td>
<td>Public Budgeting and Finance</td>
<td>3</td>
</tr>
<tr>
<td>PUB 330</td>
<td>Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PUB 332</td>
<td>Urban Policy</td>
<td>3</td>
</tr>
<tr>
<td>PUB 334</td>
<td>Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>PUB 338</td>
<td>Environmental Policy</td>
<td>3</td>
</tr>
<tr>
<td>PUB 340</td>
<td>Public Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 342</td>
<td>Urban Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 344</td>
<td>Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 346</td>
<td>Ethics Management in Government</td>
<td>3</td>
</tr>
<tr>
<td>PUB 450</td>
<td>Internship in Public Administration</td>
<td>1-12</td>
</tr>
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<td>PUB 451</td>
<td>Civic Engagement and the Wisconsin Idea</td>
<td>3</td>
</tr>
<tr>
<td>PUB 453</td>
<td>Nonprofit Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Degree requirements**

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

1. General education (p. 59)
2. College core (p. 207)
3. Baccalaureate degree requirements (p. 208)

**College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements**

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%2020%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

**A. Language track**

1. Native speakers of English complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must complete the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university's English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and

Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

**B. Humanities track**

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

**C. Fine arts track**

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

*In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:*

1. Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student's major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student's major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

**Baccalaureate degree requirements**

Candidiates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)

---

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/cpsprod/?cmd=login&amp;LanguageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student's program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.
### Political Science Major - Bachelor of Science (BS)

**Major requirements**

(All colleges, excluding teacher certification programs)

30 credits, at least 15 credits of which must be at the 300/400 level.

#### Political science foundation:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 101 American National Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 202 Contemporary Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from:</td>
<td></td>
</tr>
<tr>
<td>POL 234 Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 244 International Relations</td>
<td>3</td>
</tr>
<tr>
<td>POL 251 Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from:</td>
<td></td>
</tr>
<tr>
<td>POL 261 Political Inquiry and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>POL 361 Research Methods in Politics and Government</td>
<td>3, 4</td>
</tr>
<tr>
<td>POL 494 Capstone Seminar in Politics and Government</td>
<td>3</td>
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</tbody>
</table>

#### Political science areas of inquiry:

Select three credits at the 300/400 level in three of the following four areas of inquiry (see lists below):

- American government
- Comparative politics
- International relations
- Political theory

#### Political science electives:

Select an additional six credits of electives from political science (POL) or public administration (PUB) courses not used to satisfy the above requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American government</td>
<td>3</td>
</tr>
<tr>
<td>Comparative politics</td>
<td>3</td>
</tr>
<tr>
<td>International relations</td>
<td>3</td>
</tr>
<tr>
<td>Political theory</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Total Credits

30

1. Students may not take POL 202 Contemporary Global Issues (3 cr.) if they have already taken ANT 202, ECO 202, GEO 202, HIS 202, or SOC 202 Contemporary Global Issues (3 cr.). Instead, these students must take either POL 234 Comparative Politics (3 cr.) or POL 244 International Relations (3 cr.) to satisfy this requirement.

2. Students who complete POL 261 Political Inquiry and Analysis (3 cr.) to satisfy this requirement must take at least three credits of 300/400-level electives.

3. MTH 145 Elementary Statistics (4 cr.) is a required prerequisite of POL 361 Research Methods in Politics and Government (3 cr.).

4. POL 361 Research Methods in Politics and Government (3 cr.) is a requirement for the political science and/or public administration honors program.

At least two courses must be designed as writing emphasis.

1. Political science majors have the option of taking POL 261 or POL 361; however, students considering graduate school are encouraged to take both. Additionally, the Political Science and Public Administration Honors Program requires students to complete POL 361.

2. CLS Core Humanities and Fine Arts Tracks require 102+ level language. CLS Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

A maximum of three credits from each repeatable political science (POL) or public administration (PUB) course may be applied to the political science major.

Political science majors may count a maximum of nine credits towards a public administration major or six credits towards a public administration minor.

### American government

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 102 State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 221 The American Legal System</td>
<td>3</td>
</tr>
<tr>
<td>POL 222 Law, Governance and Politics</td>
<td>3</td>
</tr>
</tbody>
</table>
Comparative politics

POL 330  Politics of Developing Areas 3
POL 331  Politics of Democratization 3
POL 333  Asian Government and Politics 3
POL 334  Post-Communist Politics 3
POL 336  Middle Eastern Government and Politics 3
POL 337  African Government and Politics 3
POL 338  European Government and Politics 3
POL 339  Contemporary Latin America 3
POL 433  Women and Politics in Asia 3
POL 436  Women and Politics in the Middle East 3
POL 437  Women and Politics in Africa 3
POL 439  Women and Politics in Latin America 3

International relations

POL 340  American Foreign Policy 3
POL 341  America and the World 3
POL 344  Global Governance 3
POL 345  International Law 3
POL 346  Model UN: The United Nations System 3
POL 446  Model UN: International Diplomacy 3

Political theory

POL 350  American Political Theory 3
POL 351  Classical Political Theory 3
POL 353  Modern and Contemporary Political Theory 3
POL 355  Political Ideologies 3

Other courses

POL 201  Introduction to Political Science 3
POL 205  Women and Politics 3

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 210)
- Baccalaureate degree requirements (p. 211)

College of Liberal Studies (CLS/SAC) Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf)
or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply
to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student's major as follows:
1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:
1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. \(^1\) At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA \(^1\) in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. )
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

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Sample degree plan

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 101 (Gen Ed Self &amp; Society)</td>
<td>3 POL 251</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well Being</td>
<td>3 Gen Ed Minority Cultures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3 ENG 110 or 112 (Gen Ed Literacy - Written)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 145 (Gen Ed Math)</td>
<td>4 HIS 101, 102, or ARC 200</td>
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<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
<td>3 Gen Ed Natural Lab Science</td>
<td></td>
<td></td>
</tr>
</tbody>
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\(^1\) At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
Year 2

<table>
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<tr>
<th>Semester</th>
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<tbody>
<tr>
<td>Major courses</td>
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<tr>
<td>POL 234 or 202 (or POL 244 (Gen Ed Global Studies))</td>
<td>3</td>
<td>POL 361 or 261</td>
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<tr>
<td>CLS Core Course</td>
<td>3</td>
<td>CLS Core Course</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Minor Course</td>
</tr>
<tr>
<td>Gen Ed Lang/Logical Systems</td>
<td>3-4</td>
<td>Gen Ed Elective</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>University Elective</td>
</tr>
</tbody>
</table>

Year 3

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major courses</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>Minor Course</td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>POL Elective</td>
</tr>
<tr>
<td>CLS Core Course (Natural Lab Science)</td>
<td>4</td>
<td>Minor Course</td>
</tr>
<tr>
<td>POL 300/400 Areas of Inquiry</td>
<td>3</td>
<td>POL Elective</td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
<td>POL 300/400 Areas of Inquiry</td>
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Year 4

<table>
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<td>Major courses</td>
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<td>15</td>
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<tr>
<td>Minor Course</td>
<td>3</td>
<td>POL 494</td>
</tr>
<tr>
<td>POL 300/400 Elective</td>
<td>3</td>
<td>University Elective</td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
<td>Minor Course</td>
</tr>
<tr>
<td>POL 300/400 Areas of Inquiry</td>
<td>3</td>
<td>University Elective</td>
</tr>
</tbody>
</table>

Total Credits: 120

At least two courses must be designed as writing emphasis.

Political science majors have the option of taking POL 261 or POL 361; however, students considering graduate school are encouraged to take both. Additionally, the Political Science and Public Administration Honors Program requires students to complete POL 361.

Political Science Education Major (Early Adolescence-Adolescence Certification) - BS

Major requirements

Admission requirements for STEP Program (p. 534)

(Teacher certification program: early-adolescence-adolescence)

37 credits, at least 19 credits of which must be at the 300/400 level

Political science foundation:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POL 101</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 102</td>
<td>State and Local Government</td>
<td>3</td>
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</table>

Select one course from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>POL 202</td>
<td>Contemporary Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>POL 234</td>
<td>Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 244</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>POL 251</td>
<td>Political Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 261</td>
<td>Political Inquiry and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>POL 361</td>
<td>Research Methods in Politics and Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 408</td>
<td>Teaching and Learning History &amp; Social Studies in the Secondary School</td>
<td>4</td>
</tr>
<tr>
<td>POL 494</td>
<td>Capstone Seminar in Politics and Government</td>
<td>3</td>
</tr>
</tbody>
</table>

Political science areas of inquiry:

Select three credits at the 300/400 level in three of the following four areas of inquiry (see below):

- American government
- Comparative politics
- International relations
- Political theory

Political science electives:

Select an additional six credits of electives from political science (POL) or public policy (PUB 330, PUB 332, PUB 334, PUB 338) courses not used to satisfy the above requirements.

Total Credits: 37

1. Students may not take POL 202 Contemporary Global Issues (3 cr.) if they have already taken ANT 202, ECO 202, GEO 202, HIS 202, or SOC 202 Contemporary Global Issues (3 cr.). Instead, these students must take either POL 234 Comparative Politics (3 cr.) or POL 244 International Relations (3 cr.) to satisfy this requirement.

2. Students who complete POL 261 Political Inquiry and Analysis (3 cr.) to satisfy this requirement must take at least three credits of 300/400-level electives.

3. MTH 145 Elementary Statistics (4 cr.) is a required prerequisite of POL 361 Research Methods in Politics and Government (3 cr.).

4. POL 361 Research Methods in Politics and Government (3 cr.) is a requirement for the political science and/or public administration honors program.

A maximum of three credits from each repeatable political science (POL) course may be applied to the political science education major.

Teacher certification candidates must also complete GEO 200 Conservation of Global Environments (3 cr.) and EFN 200 Cooperatives (1 cr.) to fulfill statutory licensing requirements. Credits do not count toward the political science education major.

Additional teacher education requirements are listed in the STEP program core (p. 534).

American government

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>POL 221</td>
<td>The American Legal System</td>
<td>3</td>
</tr>
<tr>
<td>POL 222</td>
<td>Law, Governance and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 301</td>
<td>American Presidency</td>
<td>3</td>
</tr>
<tr>
<td>POL 302</td>
<td>Legislative Process</td>
<td>3</td>
</tr>
<tr>
<td>POL 303</td>
<td>Wisconsin Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 304</td>
<td>Politics and the Media</td>
<td>3</td>
</tr>
<tr>
<td>POL 305</td>
<td>Political Parties</td>
<td>3</td>
</tr>
<tr>
<td>POL 306</td>
<td>Judicial Process</td>
<td>3</td>
</tr>
<tr>
<td>POL 307</td>
<td>Political Language and Communications</td>
<td>3</td>
</tr>
<tr>
<td>POL 308</td>
<td>Interest Group Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 309</td>
<td>Identity Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 310</td>
<td>Public Opinion and Political Behavior</td>
<td>3</td>
</tr>
<tr>
<td>POL 326</td>
<td>Mock Trial I: Trial Advocacy</td>
<td>3</td>
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</table>
### Comparative politics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 330</td>
<td>Politics of Developing Areas</td>
<td>3</td>
</tr>
<tr>
<td>POL 331</td>
<td>Politics of Democratization</td>
<td>3</td>
</tr>
<tr>
<td>POL 333</td>
<td>Asian Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 334</td>
<td>Post-Communist Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 336</td>
<td>Middle Eastern Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 337</td>
<td>African Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 338</td>
<td>European Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 339</td>
<td>Contemporary Latin America</td>
<td>3</td>
</tr>
<tr>
<td>POL 433</td>
<td>Women and Politics in Asia</td>
<td>3</td>
</tr>
<tr>
<td>POL 436</td>
<td>Women and Politics in the Middle East</td>
<td>3</td>
</tr>
<tr>
<td>POL 437</td>
<td>Women and Politics in Africa</td>
<td>3</td>
</tr>
<tr>
<td>POL 439</td>
<td>Women and Politics in Latin America</td>
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### International relations

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POL 340</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>POL 341</td>
<td>America and the World</td>
<td>3</td>
</tr>
<tr>
<td>POL 344</td>
<td>Global Governance</td>
<td>3</td>
</tr>
<tr>
<td>POL 345</td>
<td>International Law</td>
<td>3</td>
</tr>
<tr>
<td>POL 346</td>
<td>Model UN: The United Nations System</td>
<td>3</td>
</tr>
<tr>
<td>POL 446</td>
<td>Model UN: International Diplomacy</td>
<td>3</td>
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</table>

### Political theory

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>POL 350</td>
<td>American Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>POL 351</td>
<td>Classical Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>POL 353</td>
<td>Modern and Contemporary Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>POL 355</td>
<td>Political Ideologies</td>
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</table>

### Other courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>POL 201</td>
<td>Introduction to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>POL 205</td>
<td>Women and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>POL 215</td>
<td>Politics and Film</td>
<td>3</td>
</tr>
<tr>
<td>POL 250</td>
<td>Leadership and Engagement</td>
<td>1-2</td>
</tr>
<tr>
<td>POL 400</td>
<td>Political Forum</td>
<td>2-3</td>
</tr>
<tr>
<td>POL 450</td>
<td>Internship in Political Science</td>
<td>1-12</td>
</tr>
<tr>
<td>POL 451</td>
<td>Internship in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>POL 498</td>
<td>Honors/Graduate Reading &amp; Research in Political Science</td>
<td>2-3</td>
</tr>
<tr>
<td>POL 499</td>
<td>Independent Study in Political Science</td>
<td>1-3</td>
</tr>
<tr>
<td>PUB 330</td>
<td>Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PUB 332</td>
<td>Urban Policy</td>
<td>3</td>
</tr>
<tr>
<td>PUB 334</td>
<td>Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>PUB 338</td>
<td>Environmental Policy</td>
<td>3</td>
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</tbody>
</table>

### Degree requirements

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 213)

### Baccalaureate degree requirements

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1. Fulfill the general education requirements.
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<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MIC 100 (or BID 100 (Gen Ed Natural Lab Science-Life))</td>
<td>4</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101 or 102 (Gen Ed World Hist)</td>
<td>3</td>
<td>Gen Ed Math</td>
<td>4</td>
</tr>
<tr>
<td>POL 101 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
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<tr>
<td>EDS 205 (Gen Ed Minority Cultures)</td>
<td>3</td>
<td>PSY 212</td>
<td>3</td>
</tr>
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<td></td>
<td>16</td>
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### Year 2

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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td>PSY 370</td>
<td>3</td>
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<td>Gen Ed Arts</td>
<td>2-3</td>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td>POL 251</td>
<td>3</td>
<td>EDS 309</td>
<td>2</td>
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<tr>
<td>EDS 203 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td>POL 261 or 361 (Gen Ed Minority Cultures)</td>
<td>3</td>
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<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>POL 102</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Lang/Logical Systems</td>
<td>3-4</td>
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<td></td>
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### Year 3

<table>
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<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
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<td>POL Areas of Inquiry</td>
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</tr>
<tr>
<td>GEO 200 (Gen Ed Global Studies)</td>
<td>3</td>
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<tr>
<td>POL Elective</td>
<td>3</td>
<td>POL Elective</td>
<td>3</td>
</tr>
<tr>
<td>Natural Lab Science (Physical)</td>
<td>4</td>
<td>POL 353</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>POL Areas of Inquiry</td>
<td>3</td>
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<td>SPE 401</td>
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<td>Apply to the STEP Program</td>
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### Year 4

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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</tr>
</thead>
<tbody>
<tr>
<td>POL 408</td>
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<td>POL Elective</td>
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<td>EDS 494</td>
<td>12</td>
</tr>
<tr>
<td>EDS 319</td>
<td></td>
<td></td>
<td>2</td>
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</table>

**Total Credits: 120**

1 Students need a 2.75 GPA and passing basic skills test scores. See the STEP Admissions (http://www.uwlax.edu/Secondary-Teacher-Education-Preparation/Admission) website for details.

2 Students who complete POL 261 to satisfy this requirement must take at least three credits of 300/400-level electives.

3 MTH 145 is a required prerequisite of POL 361 Research Methods in Politics and Government (3 cr.).

4 POL 361 is a requirement for the Political Science and/or Public Administration Honors Program.

5 See the Office of Field Experience (http://www.uwlax.edu/soe/foreducation-preparation/step) for details about applying to student teaching.

### Public Administration Major - Bachelor of Arts (BA)

**Major requirements**

(All colleges, excluding teacher certification programs)

36 credits

**Public administration core:**

- ECO 110 Microeconomics and Public Policy 3
- POL 102 State and Local Government 3
- PUB 210 Introduction to Public Administration 3

Select one course from:

- POL 261 Political Inquiry and Analysis 3
- POL 361 Research Methods in Politics and Government 3
- PUB 320 Public Budgeting and Finance 3
- PUB 330 Public Policy 3
- PUB 450 Internship in Public Administration 3
- POL 494 Capstone Seminar in Politics and Government 3

**Public administration areas of emphasis:**

Select nine credits at the 300/400 level in the following three areas (see lists below):

- Public policy
- Public sector personnel and management
- Civic and community engagement

**Public administration electives:**

Select an additional three credits of electives from any public administration course not used to satisfy the above requirements, or from the list of other courses (see list below).

**Total Credits:** 36

1 MTH 145 Elementary Statistics (4 cr.) is a required prerequisite of POL 361 Research Methods in Politics and Government (3 cr.).

2 POL 361 Research Methods in Politics and Government (3 cr.) is a requirement for the political science and/or public administration honors program.

Public administration majors may count a maximum of nine credits towards a political science major or six credits towards a political science minor.
Public policy

- PUB 332 Urban Policy 3
- PUB 334 Health Policy 3
- PUB 338 Environmental Policy 3
- POL 340 American Foreign Policy 3

Public sector personnel and management

- PUB 340 Public Personnel Administration 3
- PUB 342 Urban Administration 3
- PUB 344 Health Administration 3
- PUB 346 Ethics Management in Government 3
- POL 376 Constitutional Law VII: Administrative Law 3

Civic and community engagement

- POL 250 Leadership and Engagement 1-2
- PUB 451 Civic Engagement and the Wisconsin Idea 3
- PUB 453 Nonprofit Organizations 3

Other elective courses

- PUB 399 Special Topics in Public Administration 3
- ECO 300 Economic Issues in Public Policy 3
- ECO 310 Managerial Economics 3
- ECO 321 Modern Political Economy 3
- ECO 350 Health Economics 3
- ECO 400 Monetary Theory and Policy 3
- ECO 402 Public Sector Economics 3
- ENG 307 Writing for Management, Public Relations and the Professions 3
- ENG 314 Grant Writing 3
- GEO 307 Political Geography 3
- GEO 309 Urban Geography 3
- HIS 320 Introduction to Public and Policy History 3
- HIS 322 History of Public Education in United States 3
- MGT 308 Behavior and Theory in Organizations 3
- POL 301 American Presidency 3
- POL 302 Legislative Process 3
- POL 450 Internship in Political Science 1-12
- POL 451 Internship in Criminal Justice 3
- POL 498 Honors/Graduate Reading & Research in Political Science 2-3
- PSY 241 Social Psychology 3
- PSY 343 Group Dynamics 3
- PSY 376 Industrial/Organizational Psychology 3
- SOC 311 Rural and Urban Communities 3
- WGS 374 Women, Poverty and Public Policy 3

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 215)
- Baccalaureate degree requirements (p. 216)

College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf), and in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

Declare ONE of the following courses in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English complete:
   - Select one of the following:
     - CHI 202 Intermediate Chinese II
     - FRE 202 Intermediate French II
     - GER 202 Intermediate German II
     - RUS 202 Intermediate Russian II
     - SPA 202 Intermediate Spanish II
     - MLG 202 World Languages: Intermediate II
     - MLG 204 Heritage Language: Intermediate
     - MLG 304 Heritage Language: Advanced

2. Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and
2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.
B. Humanities track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or fine arts.

C. Fine arts track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:
1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence.

December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan
Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&...) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101, 102, or ARC 200</td>
<td>3 Gen Ed</td>
<td>Natural Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>POL 102 (Gen Ed Self &amp; Society)</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy - Written)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
<td>3 ECO 110 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Math 1</td>
<td>4 Gen Ed</td>
<td>Health &amp; Well-Being</td>
<td>3</td>
</tr>
</tbody>
</table>
Public Administration Major - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

36 credits

Public administration core:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

At least two courses must be designed as writing emphasis.

1. MTH 145 Elementary Statistics is recommended.
2. MTH 145 is required to enroll in POL 361.
3. Public administration majors have the option of taking POL 261 or POL 361; however, students considering graduate school are encouraged to take both. Additionally, the Political Science and Public Administration Honors Program requires students to complete POL 361.
4. CLS Core Humanities and Fine Arts Tracks require 102+ level language. CLS Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

Public policy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PUB 332</td>
<td>Urban Policy</td>
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</tr>
<tr>
<td>PUB 334</td>
<td>Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>PUB 338</td>
<td>Environmental Policy</td>
<td>3</td>
</tr>
<tr>
<td>POL 340</td>
<td>American Foreign Policy</td>
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Public sector personnel and management

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<th>Course Title</th>
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<tr>
<td>PUB 340</td>
<td>Public Personnel Administration</td>
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<tr>
<td>PUB 342</td>
<td>Urban Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 344</td>
<td>Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 346</td>
<td>Ethics Management in Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 376</td>
<td>Constitutional Law VII: Administrative Law</td>
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Civic and community engagement

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<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>POL 250</td>
<td>Leadership and Engagement</td>
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<td>PUB 451</td>
<td>Civic Engagement and the Wisconsin Idea</td>
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<tr>
<td>PUB 453</td>
<td>Nonprofit Organizations</td>
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Other elective courses

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<td>PUB 399</td>
<td>Special Topics in Public Administration</td>
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<td>ECO 300</td>
<td>Economic Issues in Public Policy</td>
<td>3</td>
</tr>
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<td>ECO 310</td>
<td>Managerial Economics</td>
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<tr>
<td>ECO 321</td>
<td>Modern Political Economy</td>
<td>3</td>
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<tr>
<td>ECO 350</td>
<td>Health Economics</td>
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</table>
Bachelor of Science degrees: The following conditions apply to one or both Bachelor of Arts and Bachelor of Science core requirements.

College of Liberal Studies (CLS/SAC) Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirements: "Mathematical/logical systems and modern languages" (GE 02, category 2).
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf). or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student’s major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.\(^1\) At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA\(^1\) in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.
Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

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**General Education Program**

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101, 102, or ARC 200</td>
<td>3 Gen Ed Health &amp; Well Being</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>POL 102 (Gen Ed Self &amp; Society)</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy - Written)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
<td>3 Gen Ed Natural Lab Science</td>
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| Year 2

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<tr>
<td>Gen Ed Arts</td>
<td>2-3 Gen Ed Hum-Lit</td>
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<td>CLS Core Elective - Natural Lab Science</td>
<td>4 Gen Ed Minority Cultures</td>
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<td>Gen Ed Elective</td>
<td>3 Minor Course</td>
<td>3</td>
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<tr>
<td>PUB 210</td>
<td>3 CLS Core Elective</td>
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<tr>
<td>Gen Ed Global Studies (EDO 120 recommended)</td>
<td>3 POL 361 or 261</td>
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Year 3

<table>
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<tr>
<td>Minor Course</td>
<td>3 PUB Area of Emphasis Course</td>
<td>3</td>
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</tr>
<tr>
<td>CLS Core Elective</td>
<td>3 PUB Area of Emphasis Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3 Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Math/Language/Logical Systems</td>
<td>3 PUB Area of Emphasis Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>University Elective</td>
<td>3 POL 494</td>
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Year 4

<table>
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<tr>
<td>CLS Core Diversity Elective</td>
<td>3 Minor Course</td>
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<td>PUB 450 Internship</td>
<td>3 University Elective</td>
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<td>PUB 330</td>
<td>3 Pub Elective</td>
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<tr>
<td>Minor Course</td>
<td>3 Gen Ed Elective</td>
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<td></td>
</tr>
<tr>
<td>University Elective</td>
<td>3 POL 494</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 120-121

At least two courses must be designed as writing emphasis.

1. MTH 145 Elementary Statistics is recommended.  
2. MTH 145 is required to enroll in POL 361.  
3. Public administration majors have the option of taking POL 261 or POL 361; however, students considering graduate school are encouraged to take both. Additionally, the Political Science and Public Administration Honors Program requires students to complete POL 361.

Social Studies Education (Broad Field) Major (Early Adolescence-Adolescence certification) - BS

**Major requirements**

Admission requirements for STEP Program (p. 534)

(Teacher certification program: early adolescence-adolescence)

54-64 credits

Choose either Option A (content major) or Option B (content minor) below:

**Option A (content major) 57-64 credits**

- 37-44 credit major in geography education, history education, political science education, or sociology education
  - 37-44
Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p.)).
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Legal Studies Minor

(All colleges)

18 credits

Foundation (one course required) 3

POL 221 The American Legal System

Advocacy (two courses required) 6

POL 326 Mock Trial I: Trial Advocacy
PHL 101 Introduction to Logic
PHL 302 Symbolic Logic
CST 310 Debate
CST 410 Advocacy and Argumentation
CST 412 Advocacy and Persuasion
ENG 307 Writing for Management, Public Relations and the Professions
ENG 313 Prose Style and Editing
ENG 333 Introduction to Rhetoric and Writing Studies
ENG 335 Introduction to Professional Writing
ENG 342 The Essay

Theory (one course required) 3

POL 306 Judicial Process
POL 350 American Political Theory
POL 351 Classical Political Theory
POL 353 Modern and Contemporary Political Theory
PUB 346 Ethics Management in Government
PHL 337 Social and Political Philosophy
PHL 338 Philosophy of Law

Areas of law (two courses required) 6
POL 329 Mock Trial II: Preparation
POL 345 International Law
POL 370 Constitutional Law I: Powers of Government
POL 371 Constitutional Law II: The First Amendment
POL 372 Constitutional Law III: Racial, Gender and Targeted Group Discrimination
POL 373 Constitutional Law IV: Rights of the Accused
POL 374 Constitutional Law V: Right to Life
POL 375 Constitutional Law VI: Criminal Procedure
POL 376 Constitutional Law VII: Administrative Law
POL 377 Constitutional Law VIII: 1787 and Original Intent
SOC 313 Law and Society
SOC 318 Surveillance and Society
SOC 322 Criminology
SOC 323 Corrections and Penology
SOC 324 Criminal Justice
SOC 326 Sociopharmacology
HIS 308 U.S. Reform Movements
HIS 321 Wisconsin History
HIS 322 History of Public Education in United States
HIS 357 Crime and Punishment in America
HIS 362 Human Rights and the Middle East
HIS 407 Government and Society

Total Credits 18

- At least 12 credits must be at or above the 300-level.
- Credits may not be counted toward the fulfillment of any other major, minor, or general education requirement.

Political Science Minor
(All colleges, excluding teacher certification programs)

18 credits

Select three courses from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 101</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 202</td>
<td>Contemporary Global Issues 1</td>
<td>6</td>
</tr>
<tr>
<td>POL 234</td>
<td>Comparative Politics</td>
<td>1</td>
</tr>
<tr>
<td>POL 244</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>POL 251</td>
<td>Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>POL 261</td>
<td>Political Inquiry and Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Select nine credits of electives at the 300/400 level in political science (POL) or public administration (PUB).

Total Credits 18

1 Students may not take POL 202 Contemporary Global Issues (3 cr.) if they have already taken ANT 202, ECO 202, GEO 202, HIS 202, or SOC 202 Contemporary Global Issues (3 cr.). Instead, political science minors would need to choose three other courses from those listed.

Political Science Education Minor
(Teacher certification programs)

18 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 101</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>Select two courses from:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>POL 202</td>
<td>Contemporary Global Issues 1</td>
<td>6</td>
</tr>
<tr>
<td>POL 234</td>
<td>Comparative Politics</td>
<td>1</td>
</tr>
<tr>
<td>POL 244</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>POL 251</td>
<td>Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>POL 261</td>
<td>Political Inquiry and Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Select nine credits of electives at the 300/400 level in political science (POL) or public policy (PUB 330, PUB 332, PUB 334, PUB 338).

Total Credits 18

1 Students may not take POL 202 Contemporary Global Issues (3 cr.) if they have already taken ANT 202, ECO 202, GEO 202, HIS 202, or SOC 202 Contemporary Global Issues (3 cr.). Instead, political science minors would need to choose two other courses from those listed.

2 Excluding POL 408 Teaching and Learning History & Social Studies in the Secondary School (4 cr.).

Teacher certification candidates must also complete GEO 200 Conservation of Global Environments (3 cr.) and EFN 200 Cooperatives (1 cr.) to fulfill statutory licensing requirements (credits do not count toward the political science education minor); in addition, early adolescence-adolescence candidates must also complete POL 408 Teaching and Learning History & Social Studies in the Secondary School (4 cr.) unless a major in social studies education (broad field), geography education, history education, or sociology education is completed.

Public Administration Minor
(All colleges, excluding teacher certification programs)

21 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>POL 102</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>PUB 210</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 320</td>
<td>Public Budgeting and Finance</td>
<td>3</td>
</tr>
<tr>
<td>PUB 330</td>
<td>Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Public administration electives:
Select six credits of electives at the 300/400 level in public administration (PUB).

Total Credits 21

Public administration minors may count a maximum of six credits towards a public administration major or minor.
Criminal Justice Minor

(All colleges)

21 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 324</td>
<td>Criminal Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

Select six credits of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 313</td>
<td>Law and Society</td>
<td></td>
</tr>
<tr>
<td>SOC 318</td>
<td>Surveillance and Society</td>
<td></td>
</tr>
<tr>
<td>SOC 321</td>
<td>Delinquency</td>
<td></td>
</tr>
<tr>
<td>SOC 322</td>
<td>Criminology</td>
<td></td>
</tr>
<tr>
<td>SOC 323</td>
<td>Corrections and Penology</td>
<td></td>
</tr>
<tr>
<td>SOC 325</td>
<td>Sociology of Mental Illness</td>
<td></td>
</tr>
<tr>
<td>SOC 326</td>
<td>Sociopharmacology</td>
<td></td>
</tr>
<tr>
<td>SOC 330</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 401</td>
<td>Sociology of Violence</td>
<td></td>
</tr>
<tr>
<td>SOC 429</td>
<td>Sociology of Deviance</td>
<td></td>
</tr>
</tbody>
</table>

Select six credits of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 221</td>
<td>The American Legal System</td>
<td></td>
</tr>
<tr>
<td>POL 222</td>
<td>Law, Governance and Politics</td>
<td></td>
</tr>
<tr>
<td>POL 306</td>
<td>Judicial Process</td>
<td></td>
</tr>
<tr>
<td>POL 326</td>
<td>Mock Trial I: Trial Advocacy</td>
<td></td>
</tr>
<tr>
<td>POL 373</td>
<td>Constitutional Law IV: Rights of the Accused</td>
<td></td>
</tr>
<tr>
<td>POL 374</td>
<td>Constitutional Law V: Right to Life</td>
<td></td>
</tr>
<tr>
<td>POL 375</td>
<td>Constitutional Law VI: Criminal Procedure</td>
<td></td>
</tr>
<tr>
<td>PUB 210</td>
<td>Introduction to Public Administration</td>
<td></td>
</tr>
<tr>
<td>PUB 330</td>
<td>Public Policy</td>
<td></td>
</tr>
</tbody>
</table>

Select three credits of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO/ESC 385</td>
<td>Introduction to Geographic Information System and Science</td>
<td></td>
</tr>
<tr>
<td>HED 425</td>
<td>Violence and Injury Prevention</td>
<td></td>
</tr>
<tr>
<td>PHL 201</td>
<td>Ethical Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>PHL 338</td>
<td>Philosophy of Law</td>
<td></td>
</tr>
<tr>
<td>PSY 204</td>
<td>Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 241</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 357</td>
<td>Adolescence</td>
<td></td>
</tr>
<tr>
<td>PSY 377</td>
<td>Psychology and Law</td>
<td></td>
</tr>
<tr>
<td>PSY 417</td>
<td>Child and Adolescent Psychopathology</td>
<td></td>
</tr>
<tr>
<td>PSY 426</td>
<td>Addictive Behaviors</td>
<td></td>
</tr>
<tr>
<td>PSY 440</td>
<td>Psychopharmacology</td>
<td></td>
</tr>
<tr>
<td>WGS 320</td>
<td>Violence Against Women</td>
<td></td>
</tr>
</tbody>
</table>

Electives 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 21

1 May be selected from any of the courses listed above or from POL 451 Internship in Criminal Justice (3 cr.) or SOC 451 Internship in Criminal Justice (3 cr.).

A maximum of three credits may be counted toward the fulfillment of the criminal justice minor and the sociology major.

Psychology Department (PSY)

College of Liberal Studies
Department Chair: Ryan McKelley, Ph.D., L.P., HSP
335A Graff Main Hall; 608.785.8440
E-mail: rmckelley@uwlaus.edu (bmorgan@uwlaus.edu)

www.uwlax.edu/psychology

Psychology Advising Office
343 Graff Main Hall
608.785.6880

The undergraduate program in psychology at UW-La Crosse provides an excellent grounding in the discipline of psychology. The Department of Psychology offers courses in several important sub fields within psychology including developmental, educational, experimental, social, clinical, counseling, and cross-cultural. The psychology major is one of the most popular majors on campus. There are approximately 650 students pursuing a psychology major and 400 students pursuing a psychology minor. Graduating seniors report high levels of employment and approximately 30% of psychology undergraduates go on to graduate school. The major provides a strong grounding in both the liberal arts and the scientific method. Psychology students are particularly encouraged to pursue fieldwork, internships and/or research experience. Every year, a select number of advanced students present independent research projects at regional conferences. Overall, psychology is a solid liberal arts major that allows students a variety of career opportunities.
Psychology admission to program policy

Students who wish to declare psychology as a major must complete Milestone #1 described below. In addition, in order to progress through the required courses associated with the major, students must also complete Milestone #2 described below. (This milestone must be met before enrolling in PSY 331).

- **Milestone #1** = Complete online "new major" tutorial, have earned fewer than 75 credits, and complete a face-to-face meeting with a member of the psychology advising team in the Psychology Advising Center. If a student has earned 75+ credits and wishes to declare psychology as a first major, the student must also receive approval from the department chair by articulating a compelling reason why a major in psychology is necessary for the student's goals. A student may not declare psychology as a second major if they have already earned 75 credits. (This milestone must be met prior to enrolling in the required course, PSY 210).

- **Milestone #2** = Earn a "C" or better in PSY 100 and MTH 145; complete ENG 110 and CST 110; have a combined GPA of at least 2.25 for these four courses; and complete a minimum of 30 credits. If PSY 100 and/or MTH 145 have not been completed in the past seven years with a "C" or better, students interested in declaring psychology as a major will need to audit and pass these courses to complete Milestone #2.

Students transferring to UW-L with a college parallel associate degree may satisfy Milestone #2 by transferring PSY 100 and MTH 145 with grades of "C" or better (or by taking those courses at UW-L and earning "C" or better). The other components of Milestone #2 will be waived: ENG 110 and CST 110; GPA of 2.25 for PSY 100, MTH 145, ENG 110, and CST 110; 30 credit earned minimum.

Psychology credit by examination policy

Students may earn credit by examination for PSY 100 General Psychology (3 cr.). The following examinations are acceptable: Advanced Placement Program (AP) in psychology with a score of 3, 4, or 5; the "Higher Level" International Baccalaureate (IB) with a score of 4 or above; or the College Level Examination Program (CLEP) with a score of 47 or above. Students should contact the Counseling and Testing Center for information about CLEP; however, once a student has enrolled in PSY 100 they may not petition to earn credit with a CLEP exam.

General education writing emphasis

This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

2016-17 Faculty/Staff

The following is the department's faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

**Professor**

Tracie Blumentritt (http://www.uwlax.edu/profile/tblumentritt)
Betty Deboer (http://www.uwlax.edu/profile/bdeboer)
Charles Martin-Stanley (http://www.uwlax.edu/profile/cmartin-stanley)
Betsy Morgan (http://www.uwlax.edu/profile/bmorgan)

**Associate Professor**

Melanie Cary (http://www.uwlax.edu/profile/mcary)
Robert Dixon (http://www.uwlax.edu/profile/rdixon)
Katherine (Katy) Kortenkamp
Eric Hiris
Ryan McKelley (http://www.uwlax.edu/profile/rmckelley)
Jocelyn (Joci) Newton (http://www.uwlax.edu/profile/jnewton)
Casey Tobin (http://www.uwlax.edu/profile/ctobin)
Bart VanVoorhis (http://www.uwlax.edu/profile/bvanvoorhis)

**Assistant Professor**

Bianca Basten (http://www.uwlax.edu/profile/bbasten)
Grace Deason (http://www.uwlax.edu/profile/gdeason)
Berna Gercek-Swing (http://www.uwlax.edu/profile/bgercekswing)
Dan Hyson
Tesia Marshik
Alexander O'Brien (http://www.uwlax.edu/profile/aobrien)
Alessandro Quartiroli (http://www.uwlax.edu/profile/aquartiroli)
Ellen Rozek (http://www.uwlax.edu/profile/erozek)
Jessica Sim (http://www.uwlax.edu/profile/jsim)
Erica Srinivasan (http://www.uwlax.edu/profile/esrinivasan)
Niwako Sugimura (http://www.uwlax.edu/profile/nsugimura)
Suthakaran (Sutha) Veerasamy (http://www.uwlax.edu/profile/sveerasamy)

**Senior Lecturer**

Lisa Caya (http://www.uwlax.edu/profile/lcaya)

**Associate Lecturer**

Marc Kayson
Jon Marin
Jeff Reiland
Mary Jo Snow (http://www.uwlax.edu/profile/msnow)

**Advising**

Katherine Elgin

**Administrative Support**

Sheri Craig (http://www.uwlax.edu/profile/scraig)
Teresa Znidarsich
Majors
• Psychology major - BA (p. 224)
• Psychology major - BS (p. 227)

Minors
• Psychology minor (p. 230) (majors in the College of Liberal Studies or College of Science and Health)
• Psychology minor (p. 230) (majors in the College of Business Administration)
• Psychology education minor (early adolescence-adolescence certification) (p. 230)

Honors
• Psychology honors program (p. 230)

Psychology Major - Bachelor of Arts (BA)

Major requirements
Admission requirements (p. 223)

(All colleges)

42 credits - Select courses as listed in the following twelve categories. Additional credits completed within a category, after the required credits, can be used as elective credits in categories XI (if 200 or 300 level) or XII (if 400 level). MTH 145 Elementary Statistics is required as part of the 42 credits.

The department strongly recommends that all psychology students take the required course of PSY 331 late in their sophomore year or early in their junior year. Once students have declared psychology as a major, they should plan on at least four semesters to complete the sequence of courses necessary for graduation with a psychology major. The four semester timeline does not include the time it takes to complete general education credits or credits necessary for a minor. We also recommend that students seriously consider taking PSY 200 early in their psychology careers and that students consider volunteer work and/or fieldwork as an important part of their psychological training. The psychology major provides solid training in the liberal arts and in research methods.

Students must complete the psychology milestones and declare the psychology major in order to enroll in key major courses that are prerequisites to other courses.

I. General psychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100</td>
<td>General Psychology (required course)</td>
<td>3</td>
</tr>
<tr>
<td>(PSY 200 is strongly recommended in addition to the required PSY 100)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Developmental

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 210</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

III. Social

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 241</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

IV. Psychopathology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 204</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

V. Experimental and Research Methods

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PSY 331</td>
<td>Experimental Psychology: Lecture and Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

VI. Multicultural

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 282</td>
<td>Cross-Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 285</td>
<td>Culture and Mental Health</td>
<td>1</td>
</tr>
<tr>
<td>PSY 288</td>
<td>Multicultural Counseling</td>
<td></td>
</tr>
<tr>
<td>PSY 415</td>
<td>Racism and Oppression</td>
<td></td>
</tr>
<tr>
<td>PSY 443</td>
<td>Prejudice and Stigma</td>
<td></td>
</tr>
</tbody>
</table>

VII. Application Courses

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 302</td>
<td>Environmental Issues: Applied Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 315</td>
<td>Behavior Modification</td>
<td></td>
</tr>
<tr>
<td>PSY 334</td>
<td>Health Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 343</td>
<td>Group Dynamics</td>
<td></td>
</tr>
<tr>
<td>PSY 347</td>
<td>Empathic Listening Skills</td>
<td></td>
</tr>
<tr>
<td>PSY 370</td>
<td>Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 376</td>
<td>Industrial/Organizational Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 377</td>
<td>Psychology and Law</td>
<td></td>
</tr>
</tbody>
</table>

VIII. Cognition

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 432</td>
<td>Learning and Memory</td>
<td></td>
</tr>
<tr>
<td>PSY 435</td>
<td>Cognitive Processes</td>
<td></td>
</tr>
<tr>
<td>PSY 436</td>
<td>Psychology of Language</td>
<td></td>
</tr>
</tbody>
</table>

IX. Biological bases of behavior

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 430</td>
<td>Cognitive Neuroscience</td>
<td></td>
</tr>
<tr>
<td>PSY 431</td>
<td>The Study of Consciousness</td>
<td></td>
</tr>
<tr>
<td>PSY 434</td>
<td>Clinical Neuropsychology</td>
<td></td>
</tr>
<tr>
<td>PSY 439</td>
<td>Sensation &amp; Perception</td>
<td></td>
</tr>
<tr>
<td>PSY 440</td>
<td>Psychopharmacology</td>
<td></td>
</tr>
<tr>
<td>PSY 459</td>
<td>Genes and Behavior</td>
<td></td>
</tr>
</tbody>
</table>

X. Experiential

Select at least one credit of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 308</td>
<td>Research Apprenticeship</td>
<td></td>
</tr>
<tr>
<td>PSY 309</td>
<td>Volunteer Experience in Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 405</td>
<td>Teaching Apprenticeship in Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 450</td>
<td>Fieldwork Experience in Psychology: Undergraduate Internship</td>
<td></td>
</tr>
<tr>
<td>PSY 481</td>
<td>Individual Projects in Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 482</td>
<td>Honors Projects in Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 485</td>
<td>Appraising Psychology Seminar</td>
<td></td>
</tr>
</tbody>
</table>

XI. General elective

Select three credits from the following (or any additional 200-300 level PSY credits from above):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 200</td>
<td>Orientation to the Psychology Major</td>
<td></td>
</tr>
<tr>
<td>PSY 205</td>
<td>Effective Behavior</td>
<td></td>
</tr>
<tr>
<td>PSY 259</td>
<td>Girls and Women in Sport</td>
<td></td>
</tr>
<tr>
<td>PSY 291</td>
<td>Contemporary Topics in Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY/PHL 301</td>
<td>Theory of Knowledge</td>
<td></td>
</tr>
<tr>
<td>PSY 305</td>
<td>Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>PSY 307</td>
<td>Intimate Relationships</td>
<td></td>
</tr>
<tr>
<td>PSY 316</td>
<td>Child Abuse and Neglect</td>
<td></td>
</tr>
<tr>
<td>PSY 318</td>
<td>Psychology of Women</td>
<td></td>
</tr>
<tr>
<td>PSY 319</td>
<td>Men and Masculinities</td>
<td></td>
</tr>
</tbody>
</table>
Bachelor of Science degrees:
The following conditions apply to one or both Bachelor of Arts and
Bachelor of Science core requirements
College of Liberal Studies (CLS/SAC)

The easiest way to track all of these requirements is to refer to
the Advisement Report (AR) when the degree has been
declared. Courses used to fulfill general education requirements will not apply
to core requirements except for language courses (CHI, FRE, GER,
RUS, SPA, MLG) that count in the general education requirement:
"Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic
Services Office in 260 Morris Hall:

A. Language track
1. Native speakers of English complete:
   Select one of the following:
   CHI 202  Intermediate Chinese II
   FRE 202  Intermediate French II
   GER 202  Intermediate German II
   RUS 202  Intermediate Russian II
   SPA 202  Intermediate Spanish II
   MLG 202  World Languages: Intermediate II
   MLG 204  Heritage Language: Intermediate
   MLG 304  Heritage Language: Advanced

   Non-native speakers of English: score at least 80 on the La Crosse
   Battery of exams for non-native speakers of English; or submit a
   TOEFL or IELTS score that meets the university’s English language
   proficiency requirement for admission; or complete ESL 252 or
   ESL 253, and one additional course from ESL 250, ESL 251, ESL 252,
   ESL 253. Contact the English as a Second Language Institute
   (http://www.uwlax.edu/esl) for eligibility and regulations; and

2. Two additional courses outside of the student’s major in two of the
   following: humanities, social sciences or fine arts.

B. Humanities track
1. One modern language course 102 or higher or an Office of
   International Education (OIE) approved semester long study abroad
   experience combined with the INS 250, INS 251, INS 252 sequence; and

2. Two additional courses outside the department of the student’s
   major from two different departments chosen from: history, English,
   philosophy; and

3. One additional course in social sciences or fine arts.

C. Fine arts track
1. One modern language course 102 or higher or an Office of
   International Education (OIE) approved semester long study abroad
   experience combined with the INS 250, INS 251, INS 252 sequence; and

Degree requirements
All students must complete the general education, college core, major/
minor, and university degree requirements in order to qualify for a
degree. The easiest way to track all of these requirements is to refer to
the Advisement Report (AR) found in the Student Information System
(WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 225)
- Baccalaureate degree requirements (p. 226)

College of Liberal Studies (CLS/SAC)
Bachelor of Arts core requirements
The following conditions apply to one or both Bachelor of Arts and
Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn
   a Bachelor of Arts degree (education majors earn a Bachelor of
   Science degree).
2. Students majoring in other CLS programs may choose either a B.A.
   or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill
general education requirement: "Mathematical/logical systems and
modern languages" (GE 02, category 2) may also be used to meet
the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be
   in addition to the minimum 39 credits required in the General
   Education Program.
5. At least one course in the B.A. or B.S. college degree program (core
   requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree
   Option Course List (https://www.uwlax.edu/uploadedFiles/Academics-Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20%20Fall%202015.pdf)
or in the Advisement Report (AR) when the degree has been
declared.

Courses used to fulfill general education requirements will not apply
to core requirements except for language courses (CHI, FRE, GER,
RUS, SPA, MLG) that count in the general education requirement:
"Mathematical/logical systems and modern languages" (GE 02, category 2).

XII. Advanced electives
Select one of the following (or any additional 400 level PSY credits from above):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 403</td>
<td>Advanced Psychopathology</td>
</tr>
<tr>
<td>PSY 404</td>
<td>Counseling and Personality Theories</td>
</tr>
<tr>
<td>PSY 406</td>
<td>Positive Psychology</td>
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<td>PSY 407</td>
<td>Children’s Cognition</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Advanced Developmental Psychology</td>
</tr>
<tr>
<td>PSY 417</td>
<td>Child and Adolescent Psychopathology</td>
</tr>
<tr>
<td>PSY 422</td>
<td>Death, Grief, and Bereavement</td>
</tr>
<tr>
<td>PSY 426</td>
<td>Addictive Behaviors</td>
</tr>
<tr>
<td>PSY 441</td>
<td>Advanced Social Psychology</td>
</tr>
<tr>
<td>PSY 461</td>
<td>History and Systems of Psychology</td>
</tr>
<tr>
<td>PSY 489</td>
<td>Honors Seminar</td>
</tr>
<tr>
<td>PSY 491</td>
<td>Contemporary Topics in Psychology: Advanced</td>
</tr>
</tbody>
</table>

Total Credits 42

1. May also count toward general education credits.
2. The department strongly encourages students to take more than
   one credit in this category, particularly in PSY 450. This course
   requires arrangements with the Career Services office and the
   psychology internship coordinator that must be initiated prior to the
   start of the semester.
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 3).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprom?cmd=login&languageCd=ENG&...) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

**Psychology Major - Bachelor of Arts (BA)**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>PSY 100 (Gen Ed Self &amp; Society (PSY Cat II))</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>102+ Level Gen Ed/CLS Core Language</td>
<td>3-4</td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>MTH 145 (Gen Ed Math)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2</td>
<td>Gen Ed Arts</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>14-15</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 210 (Cat II)</td>
<td>3</td>
<td>CLS Core</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 200</td>
<td>1</td>
<td>PSY 204 (PSY Cat IV)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
<td>University Elective</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PSY 241 (PSY Cat III)</td>
<td>3</td>
<td>PSY Cat XI: General PSY Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>14</td>
<td>16</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>PSY Cat VI</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Multicultural</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>17</td>
<td>17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Psychology Major - Bachelor of Science (BS)

#### Major requirements

Admission requirements (p. 223)

(All colleges)

42 credits - Select courses as listed in the following twelve categories. Additional credits completed within a category, after the required credits, can be used as elective credits in categories XI (if 200 or 300 level) or XII (if 400 level). MTH 145 Elementary Statistics is required as part of the 42 credits.

The department strongly recommends that all psychology students take the required course of PSY 331 late in their sophomore year or early in their junior year. Once students have declared psychology as a major, they should plan on at least four semesters to complete the sequence of courses necessary for graduation with a psychology major. The four semester timeline does not include the time it takes to complete general education credits or credits necessary for a minor. We also recommend that students seriously consider taking PSY 200 early in their psychology careers and that students consider volunteer work and/or fieldwork as an important part of their psychological training. The psychology major provides solid training in the liberal arts and in research methods.

Students must complete the psychology milestones and declare the psychology major in order to enroll in key major courses that are prerequisites to other courses.

#### I. General psychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100</td>
<td>General Psychology (required course) 1</td>
</tr>
</tbody>
</table>

(PSY 200 is strongly recommended in addition to the required PSY 100)

#### II. Developmental

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 210</td>
<td>Developmental Psychology</td>
</tr>
</tbody>
</table>

#### III. Social

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 241</td>
<td>Social Psychology</td>
</tr>
</tbody>
</table>

#### IV. Psychopathology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 204</td>
<td>Abnormal Psychology</td>
</tr>
</tbody>
</table>

#### V. Experimental and Research Methods

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics 1</td>
</tr>
<tr>
<td>PSY 331</td>
<td>Experimental Psychology: Lecture and Laboratory</td>
</tr>
<tr>
<td>PSY 451</td>
<td>Psychological Measurement</td>
</tr>
<tr>
<td>or PSY 420</td>
<td>Advanced Research Methods</td>
</tr>
</tbody>
</table>

#### VI. Multicultural

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 282</td>
<td>Cross-Cultural Psychology</td>
</tr>
<tr>
<td>PSY 285</td>
<td>Culture and Mental Health 1</td>
</tr>
<tr>
<td>PSY 415</td>
<td>Multicultural Counseling</td>
</tr>
<tr>
<td>PSY 442</td>
<td>Racism and Oppression</td>
</tr>
<tr>
<td>PSY 443</td>
<td>Prejudice and Stigma</td>
</tr>
</tbody>
</table>

#### VII. Application Courses

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 302</td>
<td>Environmental Issues: Applied Psychology</td>
</tr>
<tr>
<td>PSY 315</td>
<td>Behavior Modification</td>
</tr>
<tr>
<td>PSY 334</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>PSY 343</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>PSY 347</td>
<td>Empathic Listening Skills</td>
</tr>
<tr>
<td>PSY 370</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>PSY 376</td>
<td>Industrial/Organizational Psychology</td>
</tr>
<tr>
<td>PSY 377</td>
<td>Psychology and Law</td>
</tr>
</tbody>
</table>

#### VIII. Cognition

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 432</td>
<td>Learning and Memory</td>
</tr>
<tr>
<td>PSY 435</td>
<td>Cognitive Processes</td>
</tr>
<tr>
<td>PSY 436</td>
<td>Psychology of Language</td>
</tr>
</tbody>
</table>

#### IX. Biological bases of behavior

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 430</td>
<td>Cognitive Neuroscience</td>
</tr>
<tr>
<td>PSY 431</td>
<td>The Study of Consciousness</td>
</tr>
<tr>
<td>PSY 434</td>
<td>Clinical Neuropsychology</td>
</tr>
<tr>
<td>PSY 439</td>
<td>Sensation &amp; Perception</td>
</tr>
<tr>
<td>PSY 440</td>
<td>Psychopharmacology</td>
</tr>
<tr>
<td>PSY 459</td>
<td>Genes and Behavior</td>
</tr>
</tbody>
</table>

#### X. Experiential

Select at least one credit of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 308</td>
<td>Research Apprenticeship</td>
</tr>
<tr>
<td>PSY 309</td>
<td>Volunteer Experience in Psychology</td>
</tr>
<tr>
<td>PSY 405</td>
<td>Teaching Apprenticeship in Psychology</td>
</tr>
<tr>
<td>PSY 450</td>
<td>Fieldwork Experience in Psychology: Undergraduate Internship</td>
</tr>
<tr>
<td>PSY 481</td>
<td>Individual Projects in Psychology</td>
</tr>
<tr>
<td>PSY 482</td>
<td>Honors Projects in Psychology</td>
</tr>
<tr>
<td>PSY 485</td>
<td>Appraising Psychology Seminar</td>
</tr>
</tbody>
</table>

#### XI. General elective

Total Credits: 120-121

1. **CLS Core Humanities and Fine Arts Tracks** require 102+ level language. **CLS Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.
Select three credits from the following (or any additional 200-300 level PSY credits from above):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 200</td>
<td>Orientation to the Psychology Major</td>
</tr>
<tr>
<td>PSY 205</td>
<td>Effective Behavior</td>
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<tr>
<td>PSY 259</td>
<td>Girls and Women in Sport</td>
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<tr>
<td>PSY/PHL 301</td>
<td>Contemporary Topics in Psychology</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Human Sexuality</td>
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<tr>
<td>PSY 307</td>
<td>Intimate Relationships</td>
</tr>
<tr>
<td>PSY 316</td>
<td>Child Abuse and Neglect</td>
</tr>
<tr>
<td>PSY 318</td>
<td>Psychology of Women 1</td>
</tr>
<tr>
<td>PSY 319</td>
<td>Men and Masculinities</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Human Motivation</td>
</tr>
<tr>
<td>PSY/PHL 333</td>
<td>Philosophy of Mind</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Infancy and Early Childhood</td>
</tr>
<tr>
<td>PSY 356</td>
<td>The School-aged Child</td>
</tr>
<tr>
<td>PSY 357</td>
<td>Adolescence</td>
</tr>
<tr>
<td>PSY 358</td>
<td>Adulthood</td>
</tr>
<tr>
<td>PSY 359</td>
<td>Aging and the Elderly</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Cross Cultural Human Development</td>
</tr>
<tr>
<td>PSY 391</td>
<td>Contemporary Topics in Psychology: Intermediate</td>
</tr>
</tbody>
</table>

XII. Advanced electives

Select one of the following (or any additional 400 level PSY credits from above):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 403</td>
<td>Advanced Psychopathology</td>
</tr>
<tr>
<td>PSY 404</td>
<td>Counseling and Personality Theories</td>
</tr>
<tr>
<td>PSY 406</td>
<td>Positive Psychology</td>
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<tr>
<td>PSY 407</td>
<td>Children’s Cognition</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Advanced Developmental Psychology</td>
</tr>
<tr>
<td>PSY 417</td>
<td>Child and Adolescent Psychopathology</td>
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<td>PSY 422</td>
<td>Death, Grief, and Bereavement</td>
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<td>Addictive Behaviors</td>
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<tr>
<td>PSY 441</td>
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<td>History and Systems of Psychology</td>
</tr>
<tr>
<td>PSY 489</td>
<td>Honors Seminar</td>
</tr>
<tr>
<td>PSY 491</td>
<td>Contemporary Topics in Psychology: Advanced</td>
</tr>
</tbody>
</table>

Total Credits: 3 + 3 = 6

1. May also count toward general education credits.
2. The department strongly encourages students to take more than one credit in this category, particularly in PSY 450. This course requires arrangements with the Career Services office and the psychology internship coordinator that must be initiated prior to the start of the semester.

College of Liberal Studies (CLS/SAC)

Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student’s major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 228)
- Baccalaureate degree requirements (p. 228)
Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. )).
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cslprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning.

Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>PSY 100 (Gen Ed Self &amp; Society (PSY Cat I))</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTH 145 (Gen Ed Math)</td>
<td>4</td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2</td>
<td>Gen Ed Arts</td>
<td>2</td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210 (Cat II)</td>
<td>3</td>
<td>PSY 204 (PSY Cat IV)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Math/logical Systems/language</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td>PSY 200</td>
<td>1</td>
<td>PSY Cat XI: General PSY Elective</td>
<td>3</td>
</tr>
<tr>
<td>CLS Core Course</td>
<td>3</td>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td>PSY 241 (PSY Cat III)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>PSY Cat VII: Cognition</td>
<td>3</td>
</tr>
<tr>
<td>CLS Core Course (Natural Lab Science)</td>
<td>4</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>PSY Cat X: Experiential</td>
<td>1</td>
<td>CLS Core Diversity Course</td>
<td>3</td>
</tr>
<tr>
<td>PSY Cat VII: Application</td>
<td>3</td>
<td>Gen Ed Health &amp; Well Being</td>
<td>3</td>
</tr>
<tr>
<td>PSY 331 (PSY Cat V)</td>
<td>4</td>
<td>PSY Cat VI Multicultural</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>15</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Year 4

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Ed Hum Lit</td>
<td>3</td>
<td>CLS Core Course (not PSY)</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>PSY 451 or 420 (PSY Cat V)</td>
<td>3</td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
<td>PSY Cat XII: Advanced Elective</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Global Studies</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
</tbody>
</table>
Psychology Minor

(College of Liberal Studies and College of Science and Health)

21 credits (12 of the 21 credits must be at the 300/400 level.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 321</td>
<td>Research Methods for Psychology Minors</td>
<td>3</td>
</tr>
<tr>
<td>PSY 282 or 285</td>
<td>Electives in psychology</td>
<td>15</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

1 The requirement of PSY 321 is waived for students who major in CST, SOC or WGS.

Only six credits from general education psychology courses can count toward the minor: PSY 100 and PSY 282 or PSY 285 or PSY 318.

Psychology Minor (CBA)

(College of Business Administration)

21 credits (9 of the 21 credits must be at the 300/400 level.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210 or 212</td>
<td>Developmental Psychology or Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 241</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 376</td>
<td>Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PSY 343</td>
<td>Group Dynamics</td>
<td></td>
</tr>
<tr>
<td>CST 365</td>
<td>Communication in Teams</td>
<td></td>
</tr>
<tr>
<td>SOC 334</td>
<td>Sociology of Small Groups</td>
<td></td>
</tr>
<tr>
<td>Electives in psychology</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

Only six credits from general education psychology courses can count toward the minor: PSY 100 and PSY 282 or PSY 285 or PSY 318.

Psychology Education Minor

(teacher certification programs)

24 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 204</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 321</td>
<td>Research Methods for Psychology Minors</td>
<td>3</td>
</tr>
<tr>
<td>PSY 432 or 435</td>
<td>Learning and Memory or Cognitive Processes</td>
<td>3</td>
</tr>
<tr>
<td>Select 12 credits of electives</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

1 Teacher certification candidates must also complete GEO 200 and EFN 200 to fulfill statutory licensing requirements (credits do not count toward the psychology education minor); in addition, early adolescence-adolescence candidates must complete PSY 408 unless a major in social studies education (broad field), geography education, history education, political science education, or sociology education is completed.

Psychology Honors Program

The Psychology Honors Program is a nine-credit, multi-semester sequence that starts spring semester, designed to give qualified students the opportunity to design and conduct independent psychological research under the supervision of a faculty adviser. Traditionally, students complete the program in three semesters, the first semester in the spring of their junior year and the remaining two semesters during their senior year. The Honors Seminar (PSY 489) is only offered in the spring and the application for the Honors Program is due sometime in November. The Honors Program has two tracks: (1) one for all eligible psychology majors, and (2) one for psychology majors in the McNair Scholars Program.

Programs

Requirements for admission to the program:

1. Junior standing (during PSY 489 Honors Seminar)
2. Completion of PSY 100, PSY 331, MTH 145 before beginning Honors Seminar. PSY 420 before PSY 489 or concurrently with PSY 489
3. 3.25 cumulative grade point average in psychology courses
4. A cumulative overall grade point average of 3.00
5. Recommendation from two faculty members, one of whom must be a psychology instructor
6. Completion of an application to the program

Requirements for earning a degree with honors in psychology are:

1. Completion of psychology major
2. 3.50 cumulative grade point average in psychology courses
3. A cumulative overall grade point average of 3.25
4. Completion of PSY 489 Honors Seminar and completion and presentation of three credits in PSY 482 Honors Projects in Psychology, of which at least one PSY 482 credit must be completed in the candidate’s last semester, OR successful completion of a McNair psychology-related project associated with at least one credit of PSY 481 or PSY 482.

1 McNair psychology honors students must be accepted into McNair prior to applying to psychology honors, preferably during the same semester they are applying to honors. It is recommended that students who are eligible for McNair apply to McNair after completing PSY 331 or concurrently with enrollment in PSY 331.

Sociology Department (SOC)

College of Liberal Studies
Department Chair: Kimberly Vogt
435M Wimberly Hall; 608.785.8457

1 GPA calculations are based on the last term prior to the term of graduation.
The Department of Sociology at the University of Wisconsin-La Crosse offers a major in sociology and minors in sociology and criminal justice. Our department provides students with the tools necessary to think critically about our global society. Students with a background in sociology and criminal justice position themselves for promising careers in a wide variety of fields.

Students who join the Department of Sociology can expect top quality mentoring and guidance, internship and part-time employment opportunities, experiences conducting qualitative and quantitative research, competitive grant opportunities, membership in the Alpha Kappa Delta International Honor Society, and both community volunteering experience and social networking through the sociology club.

Majors

The sociology major provides students with a broad range of skills and knowledge for the scientific study of the social world. It allows students to explore human behavior within political, social, cultural, economic, and religious institutions. Sociology includes the following areas of concentration: sociology of race and ethnicity, criminal justice and critical criminology, gender and sexualities, education, social psychology, religion, demography, age, mental health and illness, medical sociology, environmental sociology, sociology of the city, rural sociology, sociology of technology and surveillance, the sociology of consumption and leisure, and popular culture and media, among a wide range of other topics. In addition, sociology courses contribute to the gerontology emphasis. Students work closely with their professors to complete a course of study, internship, and capstone project preparing them for careers in research, government, education, community and social services, human resources, criminal justice, and business and industry.

Minors

The criminal justice minor is an interdisciplinary minor designed to assist students planning to enter careers in the criminal or juvenile justice system. Our classes provide students with a critical understanding of the U.S. criminal justice system. The minor is based on a liberal arts education that prepares students to develop analytical and critical thinking skills necessary in criminal justice related occupations. Criminal justice is complementary to a variety of majors offered at UW-La Crosse including sociology, political science, public administration, psychology, philosophy, Spanish, geography, accountancy, computer science, chemistry, therapeutic recreation, and the pre-law program (in conjunction with a major).

The sociology minor examines people and their interactions with economic, cultural, political, religious, and social institutions. Course electives allow students to explore the roots of social inequalities related to the intersection of race, class, gender, ethnicity, and sexual orientation. The sociology minor complements the disciplines of psychology, economics, marketing, business administration; therapeutic recreation; health promotion; exercise and sport science, political science, public administration, history, and women's, gender, and sexuality studies.

General education writing emphasis

This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

2016-17 Faculty/Staff

The following is the department's faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor

Enilda Delgado
Timothy Gongaware
Carol Miller
Kimberly Vogt

Associate Professor

Nicholas Bakken

Assistant Professor

Laurie Cooper Stoll
Adam Driscoll
Lisa Kruse
Peter Marina
Julia McReynolds-Pérez
Dawn Norris

Associate Lecturer

Patricia Hart

Administrative Support

Debra Holtschlag

Majors

• Sociology major - BA (p. 232)
• Sociology major - BS (p. 234)
• Sociology education major (early adolescence-adolescence certification) - BS (p. 236)
• Social studies education (broad field) major (early adolescence-adolescence certification) - BS (p. 238)

Minors

• Sociology minor (p. 239)
• Sociology education minor (p. 239)
• Criminal justice minor (p. 239)

Honors

• Sociology honors program (p. 240)
Sociology Major - Bachelor of Arts (BA)

Sociology is the study of human groups and how the group influences social behavior. The field is both a science and a philosophy, seeking to answer questions about human behavior through the use of scientific methods. Sociology gives us new and important knowledge about the social world. The focus of the sociology major is to prepare students with the methodological background and analytical skills necessary for working in today's world, while allowing students to gain a basic understanding of a variety of areas within sociology such as social stratification, criminology, social psychology and comparative sociology.

Every Sociology major completes a senior project in one of our two senior capstone courses SOC 405 Quantitative Social Research Seminar or SOC 416 Qualitative Explorations. Working closely with faculty, each student designs and completes a semester-long investigation of a sociology-related topic. The senior capstone course provides students with firsthand experience and analytical skills that are valuable in the work world and in graduate study.

Major requirements

(All colleges, excluding teacher certification programs)

36 credits

SOC 110 Introduction to Sociology 3
SOC 200 Foundations of Sociological Analysis 1 3
SOC 250 Methods of Social Research I 3
SOC 350 Methods of Social Research II 3
SOC 390 Early Sociological Theory 3
or SOC 395 Contemporary Sociological Theory

Select one of the following: 3
SOC 405 Quantitative Social Research Seminar
SOC 410 Sociology Honors Project
SOC 416 Qualitative Explorations

Electives

The remaining 18 credits will consist of sociology electives to be selected in consultation with a faculty adviser in sociology. Nine of the 18 elective credits must be taken at the 300 level or above.

Total Credits 36

1 To enroll in SOC 200 Foundations of Sociological Analysis (3 cr.) and SOC 250 Methods of Social Research I (3 cr.), a student must have declared sociology as a major. Once a student has declared sociology as a major, it likely will take a minimum of four semesters to complete the core required course sequence.

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 232)
• Baccalaureate degree requirements (p. 233)

College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English: complete:
   Select one of the following:
   
   CHI 202 Intermediate Chinese II
   FRE 202 Intermediate French II
   GER 202 Intermediate German II
   RUS 202 Intermediate Russian II
   SPA 202 Intermediate Spanish II
   MLG 202 World Languages: Intermediate II
   MLG 204 Heritage Language: Intermediate
   MLG 304 Heritage Language: Advanced

   Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university's English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and

2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad
experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or fine arts.

C. Fine arts track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:
1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.1 At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA1 in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

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Sample degree plan
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General Education Program
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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

1
Sociology Major - Bachelor of Science (BS)

Sociology is the study of human groups and how the group influences social behavior. The field is both a science and a philosophy, seeking to answer questions about human behavior through the use of scientific methods. Sociology gives us new and important knowledge about the social world. The focus of the sociology major is to prepare students with the methodological background and analytical skills necessary for working in today's world, while allowing students to gain a basic understanding of a variety of areas within sociology such as social stratification, criminology, social psychology and comparative sociology.

Every Sociology major completes a senior project in one of our two senior capstone courses SOC 405 Quantitative Social Research Seminar or SOC 416 Qualitative Explorations. Working closely with faculty, each student designs and completes a semester-long investigation of a sociology-related topic. The senior capstone course provides students with firsthand experience and analytical skills that are valuable in the work world and in graduate study.

Major requirements

(All colleges, excluding teacher certification programs)

36 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 200 Foundations of Sociological Analysis 1</td>
<td>3</td>
</tr>
<tr>
<td>SOC 250 Methods of Social Research I 1</td>
<td>3</td>
</tr>
<tr>
<td>SOC 350 Methods of Social Research II</td>
<td>3</td>
</tr>
<tr>
<td>SOC 390 Early Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>or SOC 395 Contemporary Sociological Theory</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>SOC 405 Quantitative Social Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SOC 410 Sociology Honors Project</td>
<td></td>
</tr>
<tr>
<td>SOC 416 Qualitative Explorations</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>The remaining 18 credits will consist of sociology electives to be</td>
<td>18</td>
</tr>
<tr>
<td>selected in consultation with a faculty adviser in sociology. Nine of</td>
<td></td>
</tr>
<tr>
<td>the 18 elective credits must be taken at the 300 level or above.</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>36</td>
</tr>
</tbody>
</table>

1 To enroll in SOC 200 Foundations of Sociological Analysis (3 cr.) and SOC 250 Methods of Social Research I (3 cr.), a student must have declared sociology as a major. Once a student has declared sociology as a major, it likely will take a minimum of four semesters to complete the core required course sequence.

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 234)
- Baccalaureate degree requirements (p. 235)

College of Liberal Studies (CLS/SAC) Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student’s major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

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Sample degree plan

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

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Sample degree plan

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
<td>3</td>
<td>SOC 202 (Gen Ed Global Studies)</td>
<td>3</td>
</tr>
<tr>
<td>SDC 110 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy - Written)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World History)</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td>SDC 225 (Gen Ed Minority Cultures)</td>
<td>3</td>
<td>Gen Ed Math</td>
<td>4</td>
</tr>
</tbody>
</table>
Sociology Education Major (Early Adolescence-Adolescence Certification) - Bachelor of Science (BS)

The sociology education major is a good pairing with the history education major. Students earning a sociology education major can be certified at the early adolescence-adolescence level through the Wisconsin Department of Public Instruction (DPI). Sociology is the study of human groups and how the group influences social behavior. The field is both a science and a philosophy, seeking to answer questions about human behavior through the use of scientific methods. Sociology gives us new and important knowledge about the social world. The focus of the sociology major is to prepare students with the methodological background and analytical skills necessary for working in today’s world, while allowing students to gain a basic understanding of a variety of areas within sociology such as social stratification, criminology, social psychology and comparative sociology.

Every sociology major completes a senior project in one of our two senior capstone courses SOC 405 Quantitative Social Research Seminar or SOC 416 Qualitative Explorations. Working closely with faculty, each student designs and completes a semester-long investigation of a sociology-related topic. The senior capstone course provides students with firsthand experience and analytical skills that are valuable in the work world and in graduate study.

Major requirements

Admission requirements for STEP Program (p. 534)

(teacher certification program: early-adolescence-adolescence)

40 credits

Major core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 200</td>
<td>Foundations of Sociological Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOC 250</td>
<td>Methods of Social Research I</td>
<td>3</td>
</tr>
<tr>
<td>SOC 350</td>
<td>Methods of Social Research II</td>
<td>3</td>
</tr>
<tr>
<td>SOC 390</td>
<td>Early Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>or SOC 395</td>
<td>Contemporary Sociological Theory</td>
<td></td>
</tr>
<tr>
<td>SOC 405</td>
<td>Quantitative Social Research Seminar</td>
<td>4</td>
</tr>
<tr>
<td>SOC 410</td>
<td>Sociology Honors Project</td>
<td>3</td>
</tr>
<tr>
<td>SOC 416</td>
<td>Qualitative Explorations</td>
<td></td>
</tr>
</tbody>
</table>

Social organization and processes

Select at least one from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 212</td>
<td>Marriage and Family</td>
<td>3</td>
</tr>
<tr>
<td>SOC 216</td>
<td>Society and Schools</td>
<td></td>
</tr>
<tr>
<td>SOC 240</td>
<td>The Sociology of Sport and Leisure</td>
<td></td>
</tr>
<tr>
<td>SOC 310</td>
<td>Social Stratification</td>
<td></td>
</tr>
<tr>
<td>SOC 311</td>
<td>Rural and Urban Communities</td>
<td></td>
</tr>
<tr>
<td>SOC 315</td>
<td>Religion and Society</td>
<td></td>
</tr>
<tr>
<td>SOC 338</td>
<td>Sociological Aspects of Work and Life</td>
<td></td>
</tr>
<tr>
<td>SOC 369</td>
<td>Sociology of Sexualities</td>
<td></td>
</tr>
<tr>
<td>SOC 370</td>
<td>Sociology of Gender</td>
<td></td>
</tr>
<tr>
<td>SOC 375</td>
<td>Lesbian Studies</td>
<td></td>
</tr>
<tr>
<td>SOC 420</td>
<td>Health Care and Illness</td>
<td></td>
</tr>
</tbody>
</table>

Social psychology

Select at least one from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 325</td>
<td>Sociology of Mental Illness</td>
<td></td>
</tr>
<tr>
<td>SOC 330</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 334</td>
<td>Sociology of Small Groups</td>
<td></td>
</tr>
<tr>
<td>or CST 365</td>
<td>Communication in Teams</td>
<td></td>
</tr>
<tr>
<td>or PSY 343</td>
<td>Group Dynamics</td>
<td></td>
</tr>
<tr>
<td>SOC 335</td>
<td>Collective Behavior</td>
<td></td>
</tr>
</tbody>
</table>

Comparative sociology and anthropology

Select at least one from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 225</td>
<td>Racial and Ethnic Minorities</td>
<td></td>
</tr>
<tr>
<td>SOC 404</td>
<td>Global Inequality</td>
<td></td>
</tr>
<tr>
<td>or any course in anthropology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Social problems and social change

Select at least one from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 120</td>
<td>Social Problems</td>
<td>3</td>
</tr>
</tbody>
</table>
must accomplish the following:

Candidates for the Bachelor of Arts or the Bachelor of Science degrees

Baccalaureate degree requirements

students have access to the AR. In the Student Information System (WINGS) Student Center. All enrolled

of these requirements is to refer to the Advisement Report (AR) found

requirements in order to qualify for a degree. The easiest way to track all

degree requirements

program core (p. 534).

Additional teacher education requirements are listed in the STEP

Teacher certification candidates must also complete GEO 200 and

EFN 200 to fulfill statutory licensing requirements (credits do not count

toward the sociology education major).

No degree will be awarded unless all requirements are fulfilled and

recorded within 30 days after the official ending date of each term.

Sample degree plan

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experience for all undergraduates at UWL. Sample degree plans

include Gen Ed placeholders to ensure completion of the general

education requirements. Courses may be rearranged to fit the needs or

recommendations of the student’s program of study. Gen Ed courses

can be taken during winter term (January between the semesters) and

summer to reduce the course load during regular terms (fall and spring).

Students should consult with their advisor and/or the assistant to the

dean of their college for assistance with course and schedule planning.

Refer to the general education requirements (p. 59) for more specific
details.

Note: at least 40 credits of the 120 credits required must be earned at

the 300/400 level.

This sample degree plan does not establish a contractual agreement. It

identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy- Written)</td>
</tr>
<tr>
<td>HIS 101 or 102 (Gen Ed World Hist)</td>
<td>3</td>
<td>Gen Ed Elective</td>
</tr>
<tr>
<td>BIO 100 or MIC 100 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>Gen Ed Math</td>
</tr>
<tr>
<td>EDS 206 (Gen Ed Minority Cultures)</td>
<td>3</td>
<td>Gen Ed Arts</td>
</tr>
</tbody>
</table>

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

1 To enroll in SOC 200 and SOC 250, a student must have declared sociology as a major. Once a student has declared sociology as a major, it likely will take a minimum of four semesters to complete the core required course sequence.

Teacher education requirements must also complete GEO 200 and EFN 200 to fulfill statutory licensing requirements (credits do not count toward the sociology education major).

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1. Remaining electives may be selected from any of the course offerings in sociology. Up to six credits in anthropology may be applied toward the sociology major. Anthropology credits applied to the sociology major cannot be applied to the anthropology minor or archaeological studies major.

Total Credits 40

To be enrolled in SOC 200 and SOC 250, a student must have declared sociology as a major. Once a student has declared sociology as a major, it likely will take a minimum of four semesters to complete the core required course sequence.

Teacher education requirements must also complete GEO 200 and EFN 200 to fulfill statutory licensing requirements (credits do not count toward the sociology education major).

Additional teacher education requirements are listed in the STEP program core (p. 534).

Degree requirements

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• Baccalaureate degree requirements (p. 237)
Social Studies Education (Broad Field) Major (Early Adolescence-Adolescence Certification) - BS

Sociology is the study of human groups and how the group influences social behavior. The field is both a science and a philosophy, seeking to answer questions about human behavior through the use of scientific methods. Sociology gives us new and important knowledge about the social world. The focus of the sociology major is to prepare students with the methodological background and analytical skills necessary for working in today’s world, while allowing students to gain a basic understanding of a variety of areas within sociology such as social stratification, criminology, social psychology and comparative sociology.

**Major requirements**

Admission requirements for STEP Program (p. 534)

(Teacher certification program: early adolescence-adolescence)

54-64 credits

Choose either Option A (content major) or Option B (content minor) below:

**Option A (content major) 57-64 credits**

37-44 credit major in geography education, history education, political science education, or sociology education

20 credits, with a minimum of three credits, from any two of the following areas outside of the major:

- Economics
- Geography
- History
- Political Science
- Psychology
- Sociology

Total Credits: 57-64

**Option B (content minor) 54-60 credits**

18-24 credit minor in one of the following:

- Economics Education
- Geography Education
- History Education
- Political Science Education
- Psychology Education
- Sociology Education

32 credits with a minimum of three credits from three of the subject areas outside of the minor selected from the following:

- Economics
- Geography
- History
- Political Science
- Psychology
- Sociology

ECO/GEO/HIS/POL/PSY/SOC 408

Teaching and Learning History & Social Studies in the Secondary School

Total Credits: 54-60

**Note:** Teacher certification candidates must also complete GEO 200 Conservation of Global Environments and EFN 200 Cooperatives to fulfill statutory licensing requirements. Credits do not count toward the social studies education (broad field) major.

Candidates must also complete additional teacher education requirements listed in the STEP Program core (p. 534).

---

1. Can use Gen Ed courses for both Gen Ed and the major: SOC 225, SOC 202, and SOC 120.
2. Students need a 2.75 GPA and passing basic skills test scores. See the STEP Admissions (http://www.uwlax.edu/Secondary-Teacher-Education-Preparation/Admission) website for details.
3. See the Office of Field Experience (http://www.uwlax.edu/SOE/For-teacher-candidates) for details about applying to student teaching.
statutory licensing requirements. Credits do not count toward the social studies education (broad field) major.

**Degree requirements**

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 239)

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
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**Sociology Minor**

(All colleges, excluding teacher certification programs)

21 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

Twelve of the 21 credits must be at the 300 level or above.

**Sociology Education Minor**

(Teacher certification programs)

21 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 395</td>
<td>Contemporary Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOC 212</td>
<td>Marriage and Family</td>
<td></td>
</tr>
<tr>
<td>SOC 216</td>
<td>Society and Schools</td>
<td></td>
</tr>
<tr>
<td>SOC 310</td>
<td>Social Stratification</td>
<td></td>
</tr>
<tr>
<td>SOC 311</td>
<td>Rural and Urban Communities</td>
<td></td>
</tr>
<tr>
<td>SOC 315</td>
<td>Religion and Society</td>
<td></td>
</tr>
<tr>
<td>SOC 338</td>
<td>Sociological Aspects of Work and Life</td>
<td></td>
</tr>
<tr>
<td>SOC 369</td>
<td>Sociology of Sexualities</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOC 120</td>
<td>Social Problems</td>
<td></td>
</tr>
<tr>
<td>SOC 225</td>
<td>Racial and Ethnic Minorities</td>
<td></td>
</tr>
<tr>
<td>SOC 320</td>
<td>Demography</td>
<td></td>
</tr>
<tr>
<td>SOC 321</td>
<td>Delinquency</td>
<td></td>
</tr>
<tr>
<td>SOC 322</td>
<td>Criminology</td>
<td></td>
</tr>
<tr>
<td>SOC 326</td>
<td>Sociopharmacology</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOC 330</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 334</td>
<td>Sociology of Small Groups</td>
<td></td>
</tr>
<tr>
<td>CST 365</td>
<td>Communication in Teams</td>
<td></td>
</tr>
<tr>
<td>PSY 343</td>
<td>Group Dynamics</td>
<td></td>
</tr>
<tr>
<td>Electives (may apply one course from anthropology if taken at the 200 level or above)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 21

Twelve of the 21 credits must be at the 300 level or above. SOC 408 Teaching and Learning History & Social Studies in the Secondary School (4 cr.) is not applicable for elective credit in the minor.

Anthropology credits applied to the sociology minor cannot be applied to the anthropology minor or archaeological studies major or minor.

Teacher certification candidates must also complete GEO 200 Conservation of Global Environments (3 cr.) and EFN 200 Cooperatives (1 cr.) to fulfill statutory licensing requirements (credits do not count toward the sociology education minor); in addition, early adolescence-adolescence candidates must also complete SOC 408 Teaching and Learning History & Social Studies in the Secondary School (4 cr.) unless a major in social studies education (broad field), geography education, history education, or political science education is completed.

**Criminal Justice Minor**

(All colleges)

21 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 324</td>
<td>Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>Select six credits of the following:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>SOC 313</td>
<td>Law and Society</td>
<td></td>
</tr>
<tr>
<td>SOC 318</td>
<td>Surveillance and Society</td>
<td></td>
</tr>
<tr>
<td>SOC 321</td>
<td>Delinquency</td>
<td></td>
</tr>
<tr>
<td>SOC 322</td>
<td>Criminology</td>
<td></td>
</tr>
</tbody>
</table>

Twelve of the 21 credits must be at the 300 level or above.
Sociology Honors Program

SOC 323 Corrections and Penology
SOC 325 Sociology of Mental Illness
SOC 326 Sociopharmacology
SOC 330 Social Psychology
SOC 401 Sociology of Violence
SOC 429 Sociology of Deviance

Select six credits of the following: 6

POL 221 The American Legal System
POL 222 Law, Governance and Politics
POL 306 Judicial Process
POL 326 Mock Trial I: Trial Advocacy
POL 373 Constitutional Law IV: Rights of the Accused
POL 374 Constitutional Law V: Right to Life
POL 375 Constitutional Law VI: Criminal Procedure
PUB 210 Introduction to Public Administration
PUB 330 Public Policy

Select three credits of the following: 3

GEO/ESC 385 Introduction to Geographic Information System and Science
HED 425 Violence and Injury Prevention
PHL 201 Ethical Theory and Practice
PHL 338 Philosophy of Law
PSY 204 Abnormal Psychology
PSY 241 Social Psychology
PSY 357 Adolescence
PSY 377 Psychology and Law
PSY 417 Child and Adolescent Psychopathology
PSY 426 Addictive Behaviors
PSY 440 Psychopharmacology
WGS 320 Violence Against Women

Electives 3

Total Credits 21

1. Admission
   a. Twelve credits in the major
   b. Junior standing
   c. A 3.50 grade point average in the major
   d. A 3.25 cumulative grade point average overall
   e. Recommendation of two faculty members in the major submitted to the chair

2. Program
   a. Completion of the regular major program
   b. SOC 410 Sociology Honors Project (3 cr.)

3. Evaluation
   a. A 3.50 grade point average in the major at graduation
   b. Presentation of paper from SOC 410 to a colloquium of faculty and students in the major
   c. A grade of "A," "AB," or "B" in SOC 410

Women’s, Gender, and Sexuality Studies Department (WGS)

College of Liberal Studies
4300 Centennial Hall; 608.785.8357
Department Chair: Deb Hoskins
4302 Centennial Hall; 608.785.8734
Email: dhoskins@uwlax.edu

www.uwlax.edu/womens-gender-and-sexuality-studies

The mission of the Women’s, Gender, and Sexuality Studies (WGSS) Department is to empower students to think critically about gender and sexuality, challenge social inequality, and become ethical problem-solvers, preparing them for careers, engaged citizenship, and advanced degrees. We advance knowledge and critical conversations about social justice through teaching, research, community engagement, and service. We provide students with opportunities to develop research and communication skills and creatively use the knowledge and practices of our discipline.

The Department of WGSS offers an interdisciplinary curriculum that enables students to: examine the meaning of gender as a socially constructed category; explore the roles of institutional structures on all gender identities in national and international contexts; and critique the way society and knowledge, itself, has been organized. The program not only allows students to study the diversity of human experience by uncovering hidden histories but helps students understand themselves, their place in the world, and how social transformation is possible. Students have the opportunity to connect feminist theory with community needs through internships, involvement with the Women’s Studies Student Association, and other campus and community leadership opportunities.

Self-Sufficiency Program (SSP)
www.uwlax.edu/self-sufficiency-program

The Department of Women’s, Gender, and Sexuality Studies sponsors the Self-Sufficiency Program (SSP), a pre-college college readiness initiative for low-income single parents. This free program provides a supportive learning environment in which to develop and practice academic skills. Classes meet weekly with childcare provided. Offered Fall and Spring semesters. Students interested in volunteer, service learning, and internship opportunities, call Andrea Hansen, SSP Director, at 608.785.8733 or email her at ahansen@uwlax.edu.

2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.
Majors

- Women's studies major - BA (p. 241)
- Women's studies major - BS (p. 244)

Minor

- Women's studies minor (p. 247)

Women's Studies Major - Bachelor of Arts (BA)

**Gender** is a society’s ideas about what it means to be male or female. Gender works with other ideas like race, class, and sexual orientation to shape our lives. It influences how we think about relationships. It structures our decisions about work and determines how much money we are likely to make. It disrupts health diagnoses and treatment. It stigmatizes behaviors and actions. It even helps determine what we eat, wear, and buy.

And it has always generated action and organized movements seeking equality, worldwide.

The Department of WGSS enacts the Wisconsin Idea (http://www.wisconsinhistory.org/turningpoints/search.asp?id=752): that universities should produce knowledge and educate students in ways that serve real people. We study and teach on the lives of women, men, and sexual or gender identity minorities. We examine the ways that race, social class, age, and other socially constructed hierarchies connect to gender to impact people’s real lives. We study how social change works and what social justice might look like. We use and teach students to use academic skills to make social change. We maintain the connection between theory and practice, issues and advocacy, throughout our curricula and in all our programs.

**Major requirements**

(All colleges, excluding teacher certification programs)

33 credits (24 credits must be 300/400 level, and courses may not count in more than one category).

**Admission**

Admission to the major requires a grade of "C" or higher in any courses taken for the introductory or transnational categories. Students majoring in women’s studies and another major must satisfy requirements for both majors; no more than six credits can count for the women’s studies major and another major or minor.

**Curriculum**

<table>
<thead>
<tr>
<th>Category I. Introductory</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>WGS 100 Gender, Race and Class in American Institutions</td>
<td></td>
</tr>
<tr>
<td>WGS 130 Women’s Diversity: Race, Class, and Culture</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category II. Theory and Practice</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS/HIS 315 History of Feminist Thought</td>
<td></td>
</tr>
<tr>
<td>or WGS 325 Black Feminist Thought</td>
<td></td>
</tr>
<tr>
<td>WGS 390 Social Justice Research Methods</td>
<td></td>
</tr>
<tr>
<td>WGS 499 Women’s Studies Seminar</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category III. Electives</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 21 credits from the following, including one transnational course:</td>
<td></td>
</tr>
<tr>
<td>WGS 100 Gender, Race and Class in American Institutions</td>
<td></td>
</tr>
<tr>
<td>WGS/SOC 105 Introduction to LGBT Studies</td>
<td></td>
</tr>
<tr>
<td>WGS 130 Women’s Diversity: Race, Class, and Culture</td>
<td></td>
</tr>
<tr>
<td>WGS 150 Introduction to Social Justice</td>
<td></td>
</tr>
<tr>
<td>WGS/HED 201 Social Justice and Peer Education</td>
<td></td>
</tr>
<tr>
<td>WGS 212 Search for Economic Justice</td>
<td></td>
</tr>
<tr>
<td>WGS 225 Women and Leadership</td>
<td></td>
</tr>
<tr>
<td>WGS 240 Contemporary Women’s Issues</td>
<td></td>
</tr>
<tr>
<td>WGS 250 Topics in Women’s Studies</td>
<td></td>
</tr>
<tr>
<td>WGS 255 Women in the Military</td>
<td></td>
</tr>
<tr>
<td>WGS/ESS/PSY 259 Girls and Women in Sport</td>
<td></td>
</tr>
<tr>
<td>WGS 300 Independent Study</td>
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</tr>
<tr>
<td>WGS/HIS 301 Women in the Modern United States: 1890-Present</td>
<td></td>
</tr>
<tr>
<td>WGS/HIS 305 History of Motherhood in the United States</td>
<td></td>
</tr>
<tr>
<td>WGS 308 Gender, Justice, and Film</td>
<td></td>
</tr>
<tr>
<td>WGS/HIS 315 History of Feminist Thought</td>
<td></td>
</tr>
<tr>
<td>WGS 320 Violence Against Women</td>
<td></td>
</tr>
<tr>
<td>WGS 321 Sexual Violence in the United States</td>
<td></td>
</tr>
<tr>
<td>WGS 322 Gendered Violence Prevention</td>
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<tr>
<td>WGS 325 Black Feminist Thought</td>
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</tr>
<tr>
<td>WGS 330 Topics: Women, Gender, and Society</td>
<td></td>
</tr>
<tr>
<td>WGS 331 Images of Women of Color</td>
<td></td>
</tr>
<tr>
<td>WGS 333 The Gendered Body in History and Today</td>
<td></td>
</tr>
<tr>
<td>WGS 340 Gender, Knowledge, and Power</td>
<td></td>
</tr>
<tr>
<td>WGS 360 Hip Hop Culture, Race, and Gender</td>
<td></td>
</tr>
</tbody>
</table>
WGS/HIS 370  The History of Black Women's Activism
WGS 374  Women, Poverty and Public Policy
WGS/SOC 375  Lesbian Studies
WGS 386  Women of Color and Autobiography
WGS 450  Internship in Women's Studies
ANT 250  Women and Society
ANT 323  Anthropology of Childhood and Youth
ARC/HIS 372  History of Women in the Ancient World
CST 334  Gender Communication
CST 338  Sexuality and Romance in Media
ECO 336  Women in the U.S. Economy
ENG 220  Women and Popular Culture
ENG 385  Women Authors
ENG 482  Advanced Study of Women's Literature
HED 412  Women's Health Issues
HED 472  Sexual Health Promotion
PHL 324  Women and Diversity in Philosophy
PHL 342  Philosophy of Love, Sex and Friendship
POL 205  Women and Politics
PSY 305  Human Sexuality
PSY 318  Psychology of Women
PSY 319  Men and Masculinities
SAH 307  Changing the Culture, Women in Science
SOC 338  Sociological Aspects of Work and Life
SOC 369  Sociology of Sexualities
SOC 370  Sociology of Gender

At least one elective must be a transnational course:
WGS/SOC 316  Gender, Sexuality, and Social Change in Religion
WGS/SOC 337  Globalization, Women, and Work
WGS 373  Gender and Human Rights
HIS 359  Women, Gender and Sexuality in Modern Europe
HIS 360  Women, Gender, and Sexuality in Latin America
HIS 383  Women in South Asia
HIS 386  Women and Gender in Africa
HIS 389  Women and Gender in the Middle East
POL 433  Women and Politics in Asia
POL 436  Women and Politics in the Middle East
POL 437  Women and Politics in Africa
POL 439  Women and Politics in Latin America

Total Credits 33

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 242)
- Baccalaureate degree requirements (p. 243)

College of Liberal Studies (CLS/SAC)
Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List [https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf] or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced

   Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university's English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute [http://www.uwlax.edu/esl] for eligibility and regulations); and
2. Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad
candidates for the bachelor of arts or the bachelor of science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cpsprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 100 or 130 (Gen Ed Minority Cultures)</td>
<td>3 CST 110 (Gen Ed Literacy - Oral)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4 Gen Ed Global Studies</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World History)</td>
<td>3 WGS Transnational Course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy - Written)</td>
<td>3 Gen Ed Arts 2-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3 Gen Ed Natural Lab Science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
that serve real people. We study and teach on the lives of women, men, and sexual or gender identity minorities. We examine the ways that race, social class, age, and other socially constructed hierarchies connect to gender to impact people’s real lives. We study how social change works and what social justice might look like. We use and teach students to use academic skills to make social change. We maintain the connection between theory and practice, issues and advocacy, throughout our curricula and in all our programs.

**Major requirements**

(All colleges, excluding teacher certification programs)

33 credits (24 credits must be 300/400 level, and courses may not count in more than one category).

**Admission**

Admission to the major requires a grade of "C" or higher in any courses taken for the introductory or transnational categories. Students majoring in women’s studies and another major must satisfy requirements for both majors; no more than six credits can count for the women’s studies major and another major or minor.

**Curriculum**

**Category I. Introductory**

Select one of the following:

- WGS 100 Gender, Race and Class in American Institutions
- WGS 130 Women’s Diversity: Race, Class, and Culture

**Category II. Theory and practice**

9

- WGS/HIS 315 History of Feminist Thought
- WGS 325 Black Feminist Thought
- WGS 390 Social Justice Research Methods
- WGS 499 Women’s Studies Seminar

**Category III. Electives**

21

Select 21 credits from the following, including one transnational course:

- WGS 100 Gender, Race and Class in American Institutions
- WGS/SOC 105 Introduction to LGBT Studies
- WGS 130 Women’s Diversity: Race, Class, and Culture
- WGS 150 Introduction to Social Justice
- WGS/HED 201 Social Justice and Peer Education
- WGS 212 Search for Economic Justice
- WGS 225 Women and Leadership
- WGS 240 Contemporary Women’s Issues
- WGS 250 Topics in Women’s Studies
- WGS 255 Women in the Military
- WGS/ESS/PSY 259 Girls and Women in Sport
- WGS 300 Independent Study
- WGS/HIS 301 Women in the Modern United States: 1890-Present
- WGS/HIS 305 History of Motherhood in the United States
- WGS 308 Gender, Justice, and Film
- WGS/HIS 315 History of Feminist Thought
- WGS 320 Violence Against Women
- WGS 321 Sexual Violence in the United States
- WGS 322 Gendered Violence Prevention
- WGS 325 Black Feminist Thought

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**Women's Studies Major - Bachelor of Science (BS)**

**GENDER** is a society’s ideas about what it means to be male or female. Gender works with other ideas like RACE, CLASS, and SEXUAL ORIENTATION to shape our lives. It influences how we think about relationships. It structures our decisions about work and determines how much money we are likely to make. It disrupts health diagnoses and treatment. It stigmatizes behaviors and actions. It even helps determine what we eat, wear, and buy.

And it has always generated action and organized movements seeking equality, worldwide.

The Department of WGSS enacts the Wisconsin Idea (http://www.wisconsinhistory.org/collectionsearch/search.aspx?id=752): that universities should produce knowledge and educate students in ways...
Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 245)

### College of Liberal Studies (CLS/SAC)

#### Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20B.A./B.S%20Core%20Course%20List%20Updated%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

#### Bachelor of Science students complete four courses outside the department of the student’s major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement.)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/regISTRATION) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cslprod/?cmd=login&amp;languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning.

Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 100 or 130 (Gen Ed Minority Cultures)</td>
<td>3 Gen Ed</td>
<td>3</td>
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</tr>
<tr>
<td>ENG 110 (Gen Ed Literacy - Written)</td>
<td>3 CST 110 (Gen Ed Literacy - Oral)</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3 Gen Ed Arts</td>
<td>2-3</td>
<td></td>
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</tr>
<tr>
<td>Gen Ed Math</td>
<td>4 Gen Ed Natural Lab Science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World History)</td>
<td>3 WGS Transnational Course</td>
<td>3</td>
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<td><strong>15</strong></td>
<td><strong>15</strong></td>
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<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3 CLS Core Elective</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Gen Ed Self &amp; Society</td>
<td>3 Gen Ed Lang/Logical Systems</td>
<td>3-4</td>
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<tr>
<td>Gen Ed Health &amp; Well Being</td>
<td>3 Gen Ed Elective</td>
<td>3</td>
<td></td>
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<tr>
<td>Minor Course</td>
<td>3 Gen Ed Elective</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>WGS Intimacy Course</td>
<td>3 WGS Stratification Course</td>
<td>3</td>
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<td></td>
<td><strong>15</strong></td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS Stratification Course</td>
<td>3 WGS 315 or 325</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLS Core Elective (Natural Lab Science)</td>
<td>4 Minor Course</td>
<td>3</td>
<td></td>
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<tr>
<td>WGS 390</td>
<td>3 University Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3 WGS Intimacy Course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Elective</td>
<td>3 Minor Course</td>
<td>3</td>
<td></td>
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<td></td>
<td><strong>16</strong></td>
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<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 499</td>
<td>2 WGS Social Change Course</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>University Elective</td>
<td>3 Minor Course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WGS Social Change Course</td>
<td>3 CLS Core Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3 University Elective</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3 CLS Core Diversity Electives</td>
<td>3</td>
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<td></td>
<td><strong>15</strong></td>
<td><strong>14</strong></td>
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</tbody>
</table>

Total Credits: 120
At least two courses must be designed as writing emphasis.

**Women's Studies Minor**

(All colleges)

21 credits (Courses may not count in more than one category.)

<table>
<thead>
<tr>
<th>Category I</th>
<th>3</th>
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<tbody>
<tr>
<td>Select one of the following:</td>
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<tr>
<td>WGS 100</td>
<td>Gender, Race and Class in American Institutions</td>
</tr>
<tr>
<td>WGS 130</td>
<td>Women's Diversity: Race, Class, and Culture</td>
</tr>
<tr>
<td>WGS 150</td>
<td>Introduction to Social Justice</td>
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</table>

<table>
<thead>
<tr>
<th>Category II</th>
<th>9</th>
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</thead>
<tbody>
<tr>
<td>Select at least nine credits from the following, with at least six credits at the 300-level or above:</td>
<td></td>
</tr>
<tr>
<td>WGS/SOC 105</td>
<td>Introduction to LGBT Studies</td>
</tr>
<tr>
<td>WGS 130</td>
<td>Women's Diversity: Race, Class, and Culture</td>
</tr>
<tr>
<td>WGS 212</td>
<td>Search for Economic Justice</td>
</tr>
<tr>
<td>WGS 225</td>
<td>Women and Leadership</td>
</tr>
<tr>
<td>WGS 240</td>
<td>Contemporary Women's Issues</td>
</tr>
<tr>
<td>WGS 250</td>
<td>Topics in Women's Studies</td>
</tr>
<tr>
<td>WGS 255</td>
<td>Women in the Military</td>
</tr>
<tr>
<td>WGS/EES/PSY 259</td>
<td>Girls and Women in Sport</td>
</tr>
<tr>
<td>WGS 300</td>
<td>Independent Study</td>
</tr>
<tr>
<td>WGS/HIS 301</td>
<td>Women in the Modern United States: 1890-Present</td>
</tr>
<tr>
<td>WGS/HIS 305</td>
<td>History of Motherhood in the United States</td>
</tr>
<tr>
<td>WGS 308</td>
<td>Gender, Justice, and Film</td>
</tr>
<tr>
<td>WGS/HIS 315</td>
<td>History of Feminist Thought</td>
</tr>
<tr>
<td>WGS/HIS/SOC</td>
<td>Gender, Sexuality, and Social Change in Religion</td>
</tr>
<tr>
<td>316</td>
<td></td>
</tr>
<tr>
<td>WGS 320</td>
<td>Violence Against Women</td>
</tr>
<tr>
<td>WGS 321</td>
<td>Sexual Violence in the United States</td>
</tr>
<tr>
<td>WGS 322</td>
<td>Gendered Violence Prevention</td>
</tr>
<tr>
<td>WGS 325</td>
<td>Black Feminist Thought</td>
</tr>
<tr>
<td>WGS 330</td>
<td>Topics: Women, Gender, and Society</td>
</tr>
<tr>
<td>WGS 331</td>
<td>Images of Women of Color</td>
</tr>
<tr>
<td>WGS 333</td>
<td>The Gendered Body in History and Today</td>
</tr>
<tr>
<td>WGS/SOC 337</td>
<td>Globalization, Women, and Work</td>
</tr>
<tr>
<td>WGS 340</td>
<td>Gender, Knowledge, and Power</td>
</tr>
<tr>
<td>WGS 360</td>
<td>Hip Hop Culture, Race, and Gender</td>
</tr>
<tr>
<td>WGS/HIS 370</td>
<td>The History of Black Women's Activism</td>
</tr>
<tr>
<td>WGS 373</td>
<td>Gender and Human Rights</td>
</tr>
<tr>
<td>WGS 374</td>
<td>Women, Poverty and Public Policy</td>
</tr>
<tr>
<td>WGS/SOC 375</td>
<td>Lesbian Studies</td>
</tr>
<tr>
<td>WGS 386</td>
<td>Women of Color and Autobiography</td>
</tr>
<tr>
<td>WGS 390</td>
<td>Social Justice Research Methods</td>
</tr>
<tr>
<td>WGS 450</td>
<td>Internship in Women's Studies</td>
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<table>
<thead>
<tr>
<th>Category III</th>
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<tbody>
<tr>
<td>Select six credits from the following:</td>
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<tr>
<td>ANT 250</td>
<td>Women and Society</td>
</tr>
<tr>
<td>ANT 323</td>
<td>Anthropology of Childhood and Youth</td>
</tr>
<tr>
<td>ARC 372</td>
<td>History of Women in the Ancient World</td>
</tr>
<tr>
<td>CST 334</td>
<td>Gender Communication</td>
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<table>
<thead>
<tr>
<th>Category IV</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 499</td>
<td>Women's Studies Seminar</td>
</tr>
</tbody>
</table>

Total Credits 21
College of Liberal Studies - School of Arts and Communication

Dean - Julia Johnson
Associate Dean - Charles Martin-Stanley
Assistant Dean, interim - Marie Moeller
235 Morris Hall; 608.785.8113

Assistant to the Dean: Sandy Keller
Academic Advisers: Kathy Elgin, Peter Stovall
260 Morris Hall; 608.785.5454

The School of Arts and Communication is dedicated to supporting and enhancing the liberal studies. Programs in the School of Arts and Communication strive to develop the knowledge, freedom of expression, research skills, and spontaneity which underlie creative and intellectual expression in its highest forms. Classes focus on establishing the foundations for creative work and scholarship through the study of technical, historical, and artistic dimensions in the arts and communication. Across the school, students are involved in applied and experiential learning, so they spend much of their time in laboratories, studios, and rehearsals developing the skills, processes, and attitudes necessary for professional and personal success. Students in these programs specialize in a particular art or communication discipline as they acquire general knowledge through the liberal studies core. Upon completion of their program, they have a wide range of occupational and educational choices. Whatever the career and whatever the future, graduates of the School of Arts and Communication are flexible, adaptable, and disciplined communicators who understand process, problem solving, and professional commitment.

The School of Arts and Communication is housed in the College of Liberal Studies.

Degrees offered

- Bachelor of Arts
- Bachelor of Science

Majors and minors

<table>
<thead>
<tr>
<th>B.A. = Bachelor of Arts</th>
<th>B.S. = Bachelor of Science</th>
<th>m = minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art (p. 250) (B.A., B.S., m)</td>
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<tr>
<td>Photography (m)</td>
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<tr>
<td>Art Education (B.S.)</td>
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<tr>
<td>Communication Studies (p. 259)</td>
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<td>Advocacy &amp; Communication Criticism (B.A., B.S., m)</td>
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<td>Broadcast &amp; Digital Communication (B.A., B.S., m)</td>
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<td>Interpersonal Communication (B.A., B.S., m)</td>
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<td>Organizational &amp; Professional Communication (B.A., B.S., m)</td>
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<tr>
<td>Sports Broadcasting (m)</td>
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<tr>
<td>Music (p. 282) (m)</td>
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<tr>
<td>Choral Education Emphasis (B.S.)</td>
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<tr>
<td>General Education Emphasis (B.S.)</td>
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<tr>
<td>History Emphasis (B.A., B.S.)</td>
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<td>Instrumental Education Emphasis (B.S.)</td>
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<tr>
<td>Jazz Performance Emphasis (B.A., B.S.)</td>
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<td>Music Theatre Emphasis (B.A., B.S., m)</td>
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<tr>
<td>Performance Emphasis (B.A., B.S.)</td>
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<td>Piano Pedagogy (B.A., B.S.)</td>
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<td>Arts Administration Emphasis (B.A., B.S., m)</td>
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<td>Design/Technical Emphasis (B.A., B.S., m)</td>
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<tr>
<td>General Emphasis (B.A., B.S., m)</td>
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</tr>
<tr>
<td>Music Theatre Emphasis (B.A., B.S., m)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Emphasis (B.A., B.S., m)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage Management Emphasis (B.A., B.S., m)</td>
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</table>

Advising

All students in the School of Arts and Communication who have declared majors are assigned to faculty advisors. Advisors provide guidance and assistance to develop plans for post-college experiences. Students and their advisors are provided with Advisement Reports (AR) that assist them in monitoring progress toward meeting degree requirements. Degrees are verified in the dean's office. Students are encouraged to come to the office to review progress toward the degree during their junior year.

The School of Arts and Communication is housed in the College of Liberal Studies and therefore requires students to meet the CLS core requirements for either the Bachelor of Arts or the Bachelor of Science degree below.

College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS)
 Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track
1. Native speakers of English: complete:
   - Select one of the following:
     - CHI 202 Intermediate Chinese II
     - FRE 202 Intermediate French II
     - GER 202 Intermediate German II
     - RUS 202 Intermediate Russian II
     - SPA 202 Intermediate Spanish II
     - MLG 202 World Languages: Intermediate II
     - MLG 204 Heritage Language: Intermediate
     - MLG 304 Heritage Language: Advanced

2. Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student's major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student's major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

College of Liberal Studies (CLS/SAC)
Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:
1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student's major as follows:
1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student's major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Graduation/degree requirements
A student in the School of Arts and Communication may earn either the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) degree. The type of degree earned by a student (B.A. or B.S.) may be determined by the major programs elected by the student. All general university degree requirements must be met: a minimum of 120 credits (40 of which must be 300/400 numbered courses), general education program requirements, college core requirements and major program requirements.

Joint institution programs
Joint communications program with WTC: Students who enroll in the Visual Communications Program at Western Technical College (WTC) may transfer to UW-La Crosse with partial work already completed towards a Bachelor of Arts with a major in Communication Studies-Broadcast & Digital Emphasis. The articulation agreement between UW and WTC facilitates the transfer of credit between the two programs.

Contact the Admissions office (http://www.uwlax.edu/Admissions/Transfer-student) for more specific information. Students who earned an associate degree from another UW System institution are exempt from UWL’s general education requirements, although students must still meet all other UWL degree, college, and major requirements.

Art Department (ART)
College of Liberal Studies
School of Arts and Communication
Department Chair: Robert J. Dixon
105 Center For The Arts; 608.785.8230
Email: rdixon@uwlax.edu

www.uwlax.edu/art

The Department of Art provides a creative educational environment that encourages intellectual development, visual literacy, and artistic production and fosters the development of graduates who are active citizens and advocates for the arts. Studios and classrooms in the Center for the Arts provide UW-La Crosse with an excellent environment for learning, featuring a mix of new and traditional equipment for ceramics, metal, painting, printmaking, and sculpture. A drawing studio, design studio, and new Macintosh computer lab complete the laboratory areas. Photography is taught in the recently renovated Wing Technology Center and contains state-of-the-art black and white photography labs, a digital imaging lab, a north light studio, and high tech classrooms.

The University Art Gallery, located in the Center for the Arts, schedules displays of art works by students, faculty, and regional and nationally known artists. In conjunction with the gallery program, the department periodically invites visiting artists to present lectures for students and the public. Lectures, workshops, and demonstrations are offered whenever possible.

To help meet school expenses, many art majors work in the Department of Art as student studio assistants, digital imaging specialists, clerical help, gallery exhibition installers and attendants, and models. Annually, the Department of Art gives promising art students scholarships and awards. Students also have the opportunity to be placed in art internship programs throughout the region.

Art credit by portfolio review policy
The Department of Art offers the opportunity to receive credit based on a portfolio review. The review is intended for students in the early stages of the program who have developed a portfolio that may demonstrate sufficient quality and understanding of the content and skills in the foundations of studio art. Portfolios are reviewed by faculty in the department, based on the quality of the work submitted and other criteria stated in the application. This process would enable students, based on a successful portfolio review, to receive credit for a foundations-level course. More detailed information about the process is available at http://www.uwlax.edu/art/credit-by-portfolio-review/.

The department offers this opportunity for its foundations studio courses (ART 162 Drawing Foundations (3 cr.), ART 164 Design Foundations (3 cr.), and ART 166 Three Dimensional Foundations (3 cr.)). To apply, contact the Department of Art (http://www.uwlax.edu/art), 105 Center for the Arts.

Note: Credit by portfolio review is not available for ART 160 or ART 172.

General education writing emphasis
This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

2016-17 Faculty/Staff
The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor
Joel Elgin
Jennifer Terpstra
Karen Terpstra

Associate Professor
Linda Levinson
Bradley Nichols
John Ready
Binod Shrestha

Assistant Professor
Kathleen Hawkes

Associate Lecturer
Deborah-Eve Lombard

Administrative Support
Tina Connelly
Majors

- Art major - BA (p. 251)
- Art major - BS (p. 253)
- Art education major - BS (p. 255)

Minors

- Art minor (p. 257)
- Art minor: two dimensional emphasis (p. 258)
- Art minor: three dimensional emphasis (p. 258)
- Photography minor (p. 259)

Art Major - Bachelor of Arts (BA)

Major Requirements

(All colleges, excluding teacher certification programs)

42 credits

Core curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 164</td>
<td>Design Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ART 166</td>
<td>Three Dimensional Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ART 251</td>
<td>Art History I: History of Art &amp; Visual Culture</td>
<td>3</td>
</tr>
<tr>
<td>ART 252</td>
<td>Art History II: Global, Local, and Contemporary Art</td>
<td>3</td>
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</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ART 162</td>
<td>Drawing Foundations</td>
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<tr>
<td>ART 262</td>
<td>Drawing II</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ART 331</td>
<td>Art of the United States</td>
</tr>
<tr>
<td>ART 332</td>
<td>Themes of Contemporary Art</td>
</tr>
<tr>
<td>ART 341</td>
<td>Selected Topics in Art History</td>
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Select three of the following: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 204</td>
<td>Watercolor Painting</td>
</tr>
<tr>
<td>ART 205</td>
<td>Introduction to Painting</td>
</tr>
<tr>
<td>ART 207</td>
<td>Introduction to Computer Graphic Design</td>
</tr>
<tr>
<td>ART 214</td>
<td>Introduction to Sculpture</td>
</tr>
<tr>
<td>ART 216</td>
<td>Introduction to Ceramics</td>
</tr>
<tr>
<td>ART 218</td>
<td>Introduction to Printmaking: Intaglio</td>
</tr>
<tr>
<td>ART 220</td>
<td>Introduction to Metalsmithing, Forging, and Raising</td>
</tr>
<tr>
<td>ART 221</td>
<td>Introduction to Metalsmithing</td>
</tr>
<tr>
<td>ART 223</td>
<td>Introduction to Blacksmithing</td>
</tr>
<tr>
<td>ART 272</td>
<td>Photography and Imaging I</td>
</tr>
</tbody>
</table>

Select four of the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ART 304</td>
<td>Color Theory</td>
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<tr>
<td>ART 305</td>
<td>Intermediate Painting</td>
</tr>
<tr>
<td>ART 308</td>
<td>Intermediate Computer Graphic Design</td>
</tr>
<tr>
<td>ART 314</td>
<td>Intermediate Sculpture</td>
</tr>
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<td>ART 316</td>
<td>Intermediate Ceramics</td>
</tr>
<tr>
<td>ART 318</td>
<td>Intermediate Printmaking: Lithography</td>
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<tr>
<td>ART 320</td>
<td>Intermediate Metalsmithing: Forging and Raising</td>
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<td>ART 321</td>
<td>Intermediate Metalsmithing</td>
</tr>
<tr>
<td>ART 323</td>
<td>Intermediate Blacksmithing</td>
</tr>
<tr>
<td>ART 360</td>
<td>Travel/Study in Visual Art</td>
</tr>
<tr>
<td>ART 362</td>
<td>Drawing III</td>
</tr>
<tr>
<td>ART 372</td>
<td>Photography and Imaging II</td>
</tr>
</tbody>
</table>

ART 373  | Documentary Strategies in Photography              |
ART 375  | Special Projects in Photography                    |
ART 376  | Portraiture in Photography                         |
ART 378  | Advanced Digital Photography and Imaging           |
ART 405  | Advanced Painting                                  |
ART 408  | Advanced Computer Graphic Design                   |
ART 413  | Independent Study                                  |
ART 414  | Advanced Sculpture                                 |
ART 416  | Advanced Ceramics                                  |
ART 418  | Advanced Printmaking                               |
ART 419  | Individual Problems in Printmaking                 |
ART 421  | Advanced Metalsmithing                             |
ART 425  | Perspectives in Art                                |
ART 462  | Advanced Drawing                                   |
ART 475  | Perspectives in Art: Photography                    |
ART 476  | Experimental Photography and Imaging               |

Required capstone course: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 498</td>
<td>Professional Practices and Exhibition</td>
</tr>
</tbody>
</table>

Total Credits 42

Degree Requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 251)
- Baccalaureate degree requirements (p. 252)

College of Liberal Studies (CLS/SAC)

Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Collages_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20%20Fall%202015.pdf) or the Advisement Report (AR) when the degree has been declared.
Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track
1. Native speakers of English: complete:
   - Select one of the following:
     - CHI 202 Intermediate Chinese II
     - FRE 202 Intermediate French II
     - GER 202 Intermediate German II
     - RUS 202 Intermediate Russian II
     - SPA 202 Intermediate Spanish II
     - MLG 202 World Languages: Intermediate II
     - MLG 204 Heritage Language: Intermediate
     - MLG 304 Heritage Language: Advanced

   Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university's English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and
   2. Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student's major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student's major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan
Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/cpsprod/?cmd=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

General Education Program
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans
include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student's program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Art Major - Bachelor of Science (BS)

**Major requirements**

(All colleges, excluding teacher certification programs)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>ART 162</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>CST 110 (Gen Ed Literacy- Oral)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ART 160 (Gen Ed Arts)</td>
<td>3</td>
<td>ART 164</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Math</td>
<td>4</td>
<td>102+ Level</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Elective</td>
<td>3</td>
<td>SAC Core/ Language</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Year 2</td>
<td>16</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>ART 251</td>
<td>3</td>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
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<tr>
<td></td>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
<td>200-Level Studio</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ART 262</td>
<td>3</td>
<td>ART 252</td>
<td>3</td>
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<tr>
<td></td>
<td>ART 166</td>
<td>3</td>
<td>200-Level Studio</td>
<td>3</td>
</tr>
<tr>
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<td>Year 3</td>
<td>15</td>
<td>16</td>
<td></td>
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<tr>
<td>Year 3</td>
<td>Minor Course</td>
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<td>300/400-Level Studio</td>
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<td>Gen Ed Elective</td>
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<td>SAC Core Elective</td>
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<td>3</td>
<td>Minor Course</td>
<td>3</td>
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<tr>
<td></td>
<td>200-Level Studio</td>
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<td>300/400-Level Studio</td>
<td>3</td>
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<tr>
<td></td>
<td>Gen Ed Global Studies</td>
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<td>ART 399</td>
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<td></td>
<td>Year 4</td>
<td>15</td>
<td>14</td>
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<tr>
<td>Year 4</td>
<td>ART 331, 332, or 341</td>
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<td>Minor Course</td>
<td>3</td>
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<tr>
<td></td>
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<td>ART 499</td>
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<tr>
<td></td>
<td>300/400-Level Studio</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
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<tr>
<td></td>
<td>Minor Course</td>
<td>3</td>
<td>SAC Core Diversity Elective</td>
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<td></td>
<td>Minor Course</td>
<td>3</td>
<td>300/400-Level Studio</td>
<td>3</td>
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</tbody>
</table>

**Total Credits: 120**

1. SAC Core Humanities and Fine Arts Tracks require 102+ level language. SAC Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

**Core curriculum**

<table>
<thead>
<tr>
<th>42 credits</th>
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<tbody>
<tr>
<td>ART 164</td>
</tr>
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<td>ART 166</td>
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<td>ART 262</td>
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<tbody>
<tr>
<td>ART 331</td>
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<td>ART 332</td>
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<tr>
<td>ART 341</td>
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<tr>
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<td>ART 218</td>
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<td>ART 221</td>
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<td>ART 223</td>
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<td>ART 272</td>
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Select four of the following:

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<td>ART 323</td>
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<tr>
<td>ART 360</td>
</tr>
<tr>
<td>ART 362</td>
</tr>
<tr>
<td>ART 372</td>
</tr>
<tr>
<td>ART 373</td>
</tr>
</tbody>
</table>
### Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 254)
- Baccalaureate degree requirements (p. 254)

### College of Liberal Studies (CLS/SAC) Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student's major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

### Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

| Required capstone course: | 3 |
| ART 498 | Professional Practices and Exhibition |

| Total Credits | 42 |
No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS and work closely with their faculty advisor(s) and college dean’s office to ensure declaration of their program of study. Gen Ed courses may be rearranged to fit the needs or completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>ART 162</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>ART 164</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 160 (Gen Ed Arts)</td>
<td>3</td>
<td>CST 110 (Gen Ed Literacy-oral)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4</td>
<td>Gen Ed Arts (not from ART)</td>
<td>2-3</td>
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</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>Gen Ed Natural Lab Science</td>
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Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>300/400-Level Studio</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>ART 299</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Lang/Logical Systems</td>
<td>3-4</td>
<td>Minor Course</td>
<td>3</td>
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<tr>
<td>200-Level Studio</td>
<td>3</td>
<td>300/400-Level Studio</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Global Studies</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 331, 332, or 341</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SAC Core Elective</td>
<td>3</td>
<td>ART 499</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>300/400-Level Studio</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>SAC Core Diversity Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SAC Core Elective</td>
<td>3</td>
<td>300/400-Level Studio</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 124-126

Art Education Major - Bachelor of Science (BS)

Major requirements

Admission requirements to EC-A teacher certification programs (p. 532)

(Teacher certification program: early childhood-adolescence licensure, EC-A)

51 credits

Core curriculum

Select one of the following

- ART 162 Drawing Foundations
- ART 262 Drawing II
- ART 164 Design Foundations
- ART 166 Three Dimensional Foundations
- ART 205 Introduction to Painting
- ART 216 Introduction to Ceramics
- ART 252 Art History II: Global, Local, and Contemporary Art

Select one of the following:

- ART 301 World Art
- ART 331 Art of the United States
- ART 332 Themes of Contemporary Art
- ART 341 Selected Topics in Art History
### Degree requirements

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)

### Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

### Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cprod/?cmd=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

#### General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and

### Studio core I

Select 9 credits in 200 level courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 204</td>
<td>Watercolor Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART 205</td>
<td>Introduction to Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART 207</td>
<td>Introduction to Computer Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 214</td>
<td>Introduction to Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART 216</td>
<td>Introduction to Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART 218</td>
<td>Introduction to Printmaking: Intaglio</td>
<td>3</td>
</tr>
<tr>
<td>ART 220</td>
<td>Introduction to Metalsmithing, Forging, and Raising</td>
<td>3</td>
</tr>
<tr>
<td>ART 221</td>
<td>Introduction to Metalsmithing</td>
<td>3</td>
</tr>
<tr>
<td>ART 223</td>
<td>Introduction to Blacksmithing</td>
<td>3</td>
</tr>
</tbody>
</table>

### Methods core

Select 3 credits in methods core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 401</td>
<td>Methods in Art Education: Elementary to Early Adolescent Learners</td>
<td>3</td>
</tr>
<tr>
<td>ART 403</td>
<td>Methods in Art: Early Adolescence-Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

### Studio core II

Select 12 credits in studio core II (studio courses at the 300/400 level)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 304</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 305</td>
<td>Intermediate Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART 308</td>
<td>Intermediate Computer Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 314</td>
<td>Intermediate Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART 316</td>
<td>Intermediate Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART 318</td>
<td>Intermediate Printmaking: Lithography</td>
<td>3</td>
</tr>
<tr>
<td>ART 320</td>
<td>Intermediate Metalsmithing: Forging and Raising</td>
<td>3</td>
</tr>
<tr>
<td>ART 321</td>
<td>Intermediate Metalsmithing</td>
<td>3</td>
</tr>
<tr>
<td>ART 323</td>
<td>Intermediate Blacksmithing</td>
<td>3</td>
</tr>
<tr>
<td>ART 362</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ART 405</td>
<td>Advanced Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART 408</td>
<td>Advanced Computer Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 414</td>
<td>Advanced Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART 416</td>
<td>Advanced Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART 418</td>
<td>Advanced Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 419</td>
<td>Individual Problems in Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 421</td>
<td>Advanced Metalsmithing</td>
<td>3</td>
</tr>
<tr>
<td>ART 462</td>
<td>Advanced Drawing</td>
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</table>

### Required capstone course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 498</td>
<td>Professional Practices and Exhibition</td>
<td>3</td>
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</table>

Total Credits: 51
summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

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### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>ART 164</td>
<td>3</td>
</tr>
<tr>
<td>ART 160 (Gen Ed Arts)</td>
<td>3</td>
<td>ART 182</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4</td>
<td>EDS 206 (Gen Ed Minority Cultures)</td>
<td>3</td>
</tr>
<tr>
<td>EDS 203 (Gen Ed Self &amp; Society)</td>
<td>3 Gen Ed Natural Lab Science-Life</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HIS 101 or 102 (Gen Ed World Hist)</td>
<td>3 CST 110 (Gen Ed Literacy- Oral)</td>
<td>3</td>
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### Year 2

<table>
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<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Gen Ed Lang/Logical Systems</td>
<td>3-4</td>
<td>ART 252</td>
<td>3</td>
</tr>
<tr>
<td>ART 205</td>
<td>3</td>
<td>EDS 309</td>
<td>4</td>
</tr>
<tr>
<td>ART 166</td>
<td>3</td>
<td>PSY 212</td>
<td>3</td>
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<tr>
<td>POL 101 or 102 (Gen Ed Self &amp; Society)</td>
<td>3 ART 216</td>
<td>3</td>
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<tr>
<td>Studio Core I</td>
<td>3</td>
<td>Studio Core I</td>
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### Year 3

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<tr>
<th>Fall</th>
<th>Credits</th>
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<tr>
<td>ART 301 (Gen Ed Global Studies)</td>
<td>3</td>
<td>EDS 351</td>
<td>4</td>
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<tr>
<td>PSY 370</td>
<td>3</td>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
</tr>
<tr>
<td>EDS 309</td>
<td>2</td>
<td>ART 401</td>
<td>3</td>
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<tr>
<td>Studio Core I</td>
<td>3</td>
<td>Studio Core II</td>
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<td>Studio Core I</td>
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<td>Studio Core I</td>
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### Year 4

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<th>Spring</th>
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<tbody>
<tr>
<td>Studio Core II</td>
<td>3</td>
<td>SPE 401</td>
<td>3</td>
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<tr>
<td>Gen Ed Arts (not from ART)</td>
<td>2</td>
<td>ART 499</td>
<td>1</td>
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<tr>
<td>Studio Core II</td>
<td>3</td>
<td>Studio Core II</td>
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<tr>
<td>ART 399</td>
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<td>EDS 450</td>
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<tr>
<td>ART 403</td>
<td>3</td>
<td>EDS 319</td>
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<tr>
<td>Gen Ed Health &amp; Well Being</td>
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### Additional year

<table>
<thead>
<tr>
<th>Fall</th>
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<tbody>
<tr>
<td>EDS 492</td>
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</tr>
<tr>
<td>EDS 494</td>
<td>11</td>
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<td>12</td>
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</table>

Total Credits: 127

1. Students need 40 earned credits, passing basic skills test scores, and a 2.75 GPA. More information can be found on the EC-A Admissions (http://www.uwlax.edu/Educational-Studies/EC-A-admission) website.
2. ART 401 must be taken concurrently with EDS 351.
3. See the Office of Field Experience (http://www.uwlax.edu/SOE/For-teacher-candidates) for details about applying to student teaching.

### Art Minor

(All colleges)

18 credits

Select a minimum of five credits from the following

<table>
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</thead>
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<tr>
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<td>Art Appreciation</td>
</tr>
<tr>
<td>ART 160</td>
<td>General Art Foundations</td>
</tr>
<tr>
<td>ART 162</td>
<td>Drawing Foundations</td>
</tr>
<tr>
<td>ART 164</td>
<td>Design Foundations</td>
</tr>
<tr>
<td>ART 166</td>
<td>Three Dimensional Foundations</td>
</tr>
<tr>
<td>ART 172</td>
<td>Photography Survey</td>
</tr>
<tr>
<td>ART 204</td>
<td>Watercolor Painting</td>
</tr>
<tr>
<td>ART 205</td>
<td>Introduction to Painting</td>
</tr>
<tr>
<td>ART 207</td>
<td>Introduction to Computer Graphic Design</td>
</tr>
<tr>
<td>ART 213</td>
<td>Ceramics for Non-Art Majors</td>
</tr>
<tr>
<td>ART 214</td>
<td>Introduction to Sculpture</td>
</tr>
<tr>
<td>ART 216</td>
<td>Introduction to Ceramics</td>
</tr>
<tr>
<td>ART 218</td>
<td>Introduction to Printmaking: Intaglio</td>
</tr>
<tr>
<td>ART 219</td>
<td>Forging/Raising for Non-Art Majors</td>
</tr>
<tr>
<td>ART 220</td>
<td>Introduction to Metalsmithing, Forging, and Raising</td>
</tr>
<tr>
<td>ART 221</td>
<td>Introduction to Metalsmithing</td>
</tr>
<tr>
<td>ART 222</td>
<td>Metalsmithing for Non-Art Majors</td>
</tr>
<tr>
<td>ART 223</td>
<td>Introduction to Blacksmithing</td>
</tr>
<tr>
<td>ART 251</td>
<td>Art History I: History of Art &amp; Visual Culture</td>
</tr>
<tr>
<td>ART 252</td>
<td>Art History II: Global, Local, and Contemporary Art</td>
</tr>
<tr>
<td>ART 262</td>
<td>Drawing II</td>
</tr>
<tr>
<td>ART 272</td>
<td>Photography and Imaging I</td>
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</table>

Choose a minimum of nine credits from 300/400 level classes

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 301</td>
<td>World Art</td>
</tr>
<tr>
<td>ART 304</td>
<td>Color Theory</td>
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<td>ART 305</td>
<td>Intermediate Painting</td>
</tr>
<tr>
<td>ART 308</td>
<td>Intermediate Computer Graphic Design</td>
</tr>
<tr>
<td>ART 314</td>
<td>Intermediate Sculpture</td>
</tr>
<tr>
<td>ART 316</td>
<td>Intermediate Ceramics</td>
</tr>
<tr>
<td>ART 318</td>
<td>Intermediate Printmaking: Lithography</td>
</tr>
<tr>
<td>ART 320</td>
<td>Intermediate Metalsmithing: Forging and Raising</td>
</tr>
<tr>
<td>ART 321</td>
<td>Intermediate Metalsmithing</td>
</tr>
<tr>
<td>ART 323</td>
<td>Intermediate Blacksmithing</td>
</tr>
<tr>
<td>ART 332</td>
<td>Themes of Contemporary Art</td>
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<tr>
<td>ART 341</td>
<td>Selected Topics in Art History</td>
</tr>
<tr>
<td>ART 360</td>
<td>Travel/Study in Visual Art</td>
</tr>
<tr>
<td>ART 362</td>
<td>Drawing III</td>
</tr>
<tr>
<td>ART 372</td>
<td>Photography and Imaging II</td>
</tr>
<tr>
<td>ART 373</td>
<td>Documentary Strategies in Photography</td>
</tr>
<tr>
<td>ART 375</td>
<td>Special Projects in Photography</td>
</tr>
</tbody>
</table>
ART 376  Portrait in Photography  
ART 378  Advanced Digital Photography and Imaging  
ART 405  Advanced Painting  
ART 408  Advanced Computer Graphic Design  
ART 413  Independent Study  
ART 414  Advanced Sculpture  
ART 416  Advanced Ceramics  
ART 418  Advanced Printmaking  
ART 419  Individual Problems in Printmaking  
ART 421  Advanced Metalsmithing  
ART 425  Perspectives in Art  
ART 462  Advanced Drawing  
ART 475  Perspectives in Art: Photography  
ART 476  Experimental Photography and Imaging  

Electives (selected from either of the above lists)  

Total Credits  

- Credits may not be counted toward the requirements for any art major, photography minor, or any other art minor.  
- A maximum of six credits are allowed to overlap between general education requirements and the minor.

Art Minor: Two Dimensional Emphasis  
(All colleges)  
21 credits  

Core Curriculum  
ART 162  Drawing Foundations  3  
ART 164  Design Foundations  3  
ART 252  Art History II: Global, Local, and Contemporary Art  3  

Plus 12 credits in one 2D emphasis area (see below)  12  

Total Credits  21  

2D emphases areas:  
Drawing emphasis  
ART 262  Drawing II  3  
ART 362  Drawing III  3  
ART 462  Advanced Drawing  3  
Select one of the following:  3  
ART 425  Perspectives in Art  
ART 462  Advanced Drawing (second course)  

Total Credits  12  

Graphic design emphasis  
ART 207  Introduction to Computer Graphic Design  3  
ART 308  Intermediate Computer Graphic Design  3  
ART 408  Advanced Computer Graphic Design  3  
ART 425  Perspectives in Art  3  

Total Credits  12  

Painting emphasis  
ART 205  Introduction to Painting  3  
ART 304  Color Theory  3  
ART 305  Intermediate Painting  3  
ART 405  Advanced Painting  3  

Total Credits  12  

Printmaking emphasis  
ART 218  Introduction to Printmaking: Intaglio  3  
ART 318  Intermediate Printmaking: Lithography  3  
ART 418  Advanced Printmaking  3  
ART 419  Individual Problems in Printmaking  3  

Total Credits  12  

Art Minor: Three Dimensional Emphasis  
(All colleges)  
21 credits  

Core Curriculum  
ART 166  Three Dimensional Foundations  3  
ART 252  Art History II: Global, Local, and Contemporary Art  3  
Six credits in 200 level 3D studios:  6  
ART 214  Introduction to Sculpture  
ART 216  Introduction to Ceramics  
ART 220  Introduction to Metalsmithing, Forging, and Raising  
ART 221  Introduction to Metalsmithing  
ART 223  Introduction to Blacksmithing  

Plus nine credits in one 3D emphasis area (see below)  9  

Total Credits  21  

3D emphases areas:  
Ceramic emphasis  
ART 316  Intermediate Ceramics  3  
ART 416  Advanced Ceramics  3  
Select one of the following:  3  
ART 425  Perspectives in Art  
ART 416  Advanced Ceramics (second course)  

Total Credits  9  

Jewelry and metalsmithing emphasis  
ART 321  Intermediate Metalsmithing  3  
ART 421  Advanced Metalsmithing  3  
Select one of the following:  3  
ART 425  Perspectives in Art  
ART 421  Advanced Metalsmithing (second course)  

Total Credits  9  

Sculpture emphasis  
ART 314  Intermediate Sculpture  3
Communication Studies Program Admission Policy

To declare a CST major, students must fulfill the following admission requirements:

1. Completion of a minimum of 45 semester credits (transfer students must have completed a minimum of 12 of the 45 semester credits at UW-L).
2. Successful completion ("C" or better) of CST 110 and either ENG 110 or ENG 112.
3. Completion of CST 190 with a grade of "BC" or better or completion of CST 301 with a grade of "BC" or better.
4. Achieve a UW-L cumulative GPA of 2.70 at time of admission.

Students who have fulfilled these requirements must see the CST Department chair or their CST faculty advisor to obtain approval to declare the major. A current Advisement Report (AR) will document fulfillment of admission requirements. The approval form then must be submitted to the Office of the Dean of the College of Liberal Studies.

CST Major and Minor Credits

CST majors may choose any minor offered by the CST Department that does not duplicate the emphasis they have selected for their CST major. Courses counted toward the 39-credit major, while they may fulfill requirements for that minor, may not be counted in the minor. An additional elective course or courses in the minor must be taken to complete the 24 credits required in that minor. Students who combine a CST major with a minor also offered by the CST Department must complete 60 credits of courses in CST programs.

General Education Writing Emphasis

This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

**Professor**

Linda Dickmeyer
Tony Docan-Morgan
Joe Gow
Julia Johnson
Ronda Leahy

**Associate Professor**

Jennifer Butler Modaff
Scott Dickmeyer
Sara Docan-Morgan
Dena Huisman
Communication Studies Major: Advocacy and Communication Criticism Emphasis - Bachelor of Arts (BA)

Majors

- Communication studies major: advocacy and communication criticism emphasis - BA (p. 260)
- Communication studies major: advocacy and communication criticism emphasis - BS (p. 263)
- Communication studies major: broadcast and digital media emphasis - BA (p. 265)
- Communication studies major: broadcast and digital media emphasis - BS (p. 267)
- Communication studies major: interpersonal communication emphasis - BA (p. 270)
- Communication studies major: interpersonal communication emphasis - BS (p. 272)
- Communication studies major: organizational and professional communication emphasis - BA (p. 274)
- Communication studies major: organizational and professional communication emphasis - BS (p. 277)

Minors

- Communication studies minor: advocacy and communication criticism emphasis (p. 279)
- Communication studies minor: broadcast and digital media emphasis (p. 280)
- Communication studies minor: interpersonal communication emphasis (p. 280)
- Communication studies minor: organizational and professional communication emphasis (p. 281)
- Communication studies minor: sports broadcasting (p. 281)

Communication Studies Major: Advocacy and Communication Criticism Emphasis - Bachelor of Arts (BA)

Major requirements

Admission requirements (p. 259)

(All colleges, excluding teacher certification programs)

39 credits

Core requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 190</td>
<td>Introduction to Communication Studies</td>
<td>3</td>
</tr>
<tr>
<td>CST 301</td>
<td>Theories of Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 498</td>
<td>Research Methods in Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 499</td>
<td>Senior Project in Communication Studies</td>
<td>3</td>
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Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>CST 210</td>
<td>Presentational Speaking</td>
<td>3</td>
</tr>
<tr>
<td>or CST 215</td>
<td>Influence, Advocacy and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>CST 315</td>
<td>Communication Criticism</td>
<td>3</td>
</tr>
<tr>
<td>CST 412</td>
<td>Advocacy and Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>or CST 413</td>
<td>Advocacy and Persuasive Campaigns</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least three credits of the following:

- CST 210 Presentational Speaking
- CST 310 Debate
- CST 410 Advocacy and Argumentation
- CST 412 Advocacy and Persuasion
- CST 413 Advocacy and Persuasive Campaigns
- CST 415 Advanced Topics in Advocacy and Communication Criticism
- CST 419 Communication, Media and Identity

Select nine credits of electives, one from each emphasis area (see below)

Select a minimum of six credits of electives from any CST course

Total Credits 39

1 excluding CST 110

Areas of emphasis:

Organizational & professional

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>CST 260</td>
<td>Professional Communication</td>
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</tr>
<tr>
<td>CST 350</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 351</td>
<td>Interviewing: Principles and Processes</td>
<td>3</td>
</tr>
<tr>
<td>CST 354</td>
<td>Health Communication</td>
<td>3</td>
</tr>
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<td>CST 355</td>
<td>Diversity and Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 360</td>
<td>Public Relations</td>
<td>3</td>
</tr>
</tbody>
</table>
Bachelor of Science degrees:
The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced

Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university's English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and

2. Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
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<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>Gen Ed Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>CST 190</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4</td>
<td>102+ Level Gen Ed &amp; SAC Core Language 1</td>
<td>3-4</td>
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</table>

| Credits | 15-16 |

### Year 2

<table>
<thead>
<tr>
<th>Fall</th>
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<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
<td>CST Broadcast &amp; Digital Emphasis Elective</td>
<td>3</td>
</tr>
<tr>
<td>CST Interpersonal Emphasis Elective</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>CST 315</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>CST 301</td>
<td>3</td>
</tr>
<tr>
<td>CST 215 or 210</td>
<td>3</td>
<td>Gen Ed Health &amp; Well-Being</td>
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</table>

| Credits | 16-15 |

### Year 3

<table>
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<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Advanced Advocacy &amp; Communication Criticism Elective</td>
<td>3</td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>SAC Core Course</td>
<td>3</td>
</tr>
<tr>
<td>CST Organizational &amp; Professional Emphasis Elective</td>
<td>3</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
</tr>
</tbody>
</table>

| Credits | 15 | 14 |
Communication Studies Major: Advocacy and Communication Criticism Emphasis - Bachelor of Science

Major requirements

Admission requirements (p. 259)

(All colleges, excluding teacher certification programs)

39 credits

Core requirements

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 190</td>
<td>Introduction to Communication Studies</td>
<td>3</td>
</tr>
<tr>
<td>CST 301</td>
<td>Theories of Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 498</td>
<td>Research Methods in Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 499</td>
<td>Senior Project in Communication Studies</td>
<td>3</td>
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</table>

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 210</td>
<td>Presentational Speaking</td>
<td>3</td>
</tr>
<tr>
<td>or CST 215</td>
<td>Influence, Advocacy and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>CST 315</td>
<td>Communication Criticism</td>
<td>3</td>
</tr>
<tr>
<td>CST 412</td>
<td>Advocacy and Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>or CST 413</td>
<td>Advocacy and Persuasive Campaigns</td>
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</table>

Select at least three credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 210</td>
<td>Presentational Speaking</td>
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<td>CST 310</td>
<td>Debate</td>
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<td>CST 410</td>
<td>Advocacy and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>CST 412</td>
<td>Advocacy and Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>CST 413</td>
<td>Advocacy and Persuasive Campaigns</td>
<td>3</td>
</tr>
<tr>
<td>CST 415</td>
<td>Advanced Topics in Advocacy and Communication Criticism</td>
<td>3</td>
</tr>
<tr>
<td>CST 419</td>
<td>Communication, Media and Identity</td>
<td>3</td>
</tr>
</tbody>
</table>

Select nine credits of electives, one from each emphasis area (see below)

Select a minimum of six credits of electives from any CST course

Total Credits: 39

Areas of emphasis:

Organizational & professional

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>CST 350</td>
<td>Organizational Communication</td>
<td>3</td>
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<td>CST 351</td>
<td>Interviewing: Principles and Processes</td>
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<td>CST 354</td>
<td>Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 355</td>
<td>Diversity and Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 360</td>
<td>Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>CST 365</td>
<td>Communication in Teams</td>
<td>3</td>
</tr>
<tr>
<td>CST 380</td>
<td>Communicating Leadership</td>
<td>3</td>
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</table>

Interpersonal emphasis

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</thead>
<tbody>
<tr>
<td>CST 230</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 330</td>
<td>Nonverbal Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 332</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 333</td>
<td>Lying and Deception in Human Interaction</td>
<td>3</td>
</tr>
<tr>
<td>CST 334</td>
<td>Gender Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 336</td>
<td>Family Communication</td>
<td>3</td>
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<tr>
<td>CST 337</td>
<td>Communication and Race</td>
<td>3</td>
</tr>
<tr>
<td>CST 338</td>
<td>Sexuality and Romance in Media</td>
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</table>

Broadcast & digital media emphasis

<table>
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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CST 270</td>
<td>Broadcast Announcing</td>
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<td>CST 271</td>
<td>Contemporary Media in Everyday Life</td>
<td>3</td>
</tr>
<tr>
<td>CST 274</td>
<td>Television Production</td>
<td>3</td>
</tr>
<tr>
<td>CST 370</td>
<td>Broadcast Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>CST 371</td>
<td>Audience Research</td>
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<tr>
<td>CST 372</td>
<td>Audio Workshop</td>
<td>3</td>
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<tr>
<td>CST 374</td>
<td>Television Workshop</td>
<td>3</td>
</tr>
<tr>
<td>CST 376</td>
<td>Remote Video Operations</td>
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<tr>
<td>CST 378</td>
<td>Computer Mediated Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 471</td>
<td>Broadcast and Digital Media Management</td>
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</tbody>
</table>

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 263)
- Baccalaureate degree requirements (p. 264)

College of Liberal Studies (CLS/SAC) Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.

4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.

5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.

6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

**Bachelor of Science students complete four courses outside the department of the student’s major as follows:**

1. A lab science course (from the general education list); and

2. A social science course; and

3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and

4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

**In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:**

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or

2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or

3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.

2. Complete at least one ethnic studies (diversity) course.

3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 59.).)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.
### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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<tbody>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy-Written)</td>
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<tr>
<td>Gen Ed Minority Cultures</td>
<td>3 Gen Ed Global Studies</td>
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<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 CST 190</td>
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<tr>
<td>Gen Ed Arts</td>
<td>2-3 Gen Ed Health &amp; Well-Being</td>
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<tr>
<td>Gen Ed Math</td>
<td>4 Gen Ed Self &amp; Society</td>
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<td>Minor Course</td>
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<td>3</td>
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<td>Minor Course</td>
<td>3 Minor Course</td>
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<tr>
<td>Gen Ed Elective</td>
<td>2 SAC Core Course</td>
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<td></td>
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<tr>
<td>CST Organizational &amp; Professional Emphasis Elective</td>
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### Year 4

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<td>CST Elective</td>
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<td>Minor Course</td>
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<td>3 SAC Core Diversity Course</td>
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<td>CST 412 or 413</td>
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</table>

Total Credits: 120

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### Communication Studies Major: Broadcast and Digital Media Emphasis - Bachelor of Arts (BA)

#### Major requirements

Admission requirements (p. 259)

(All colleges, excluding teacher certification programs)

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### Areas of emphasis:

#### Interpersonal communications

- CST 230  Interpersonal Communication
- CST 330  Nonverbal Communication
- CST 332  Intercultural Communication
- CST 333  Lying and Deception in Human Interaction
- CST 334  Gender Communication
- CST 336  Family Communication
- CST 337  Communication and Race
- CST 338  Sexuality and Romance in Media

#### Advocacy & communication criticism

- CST 210  Presentational Speaking
- CST 215  Influence, Advocacy and Social Responsibility
- CST 310  Debate
- CST 315  Communication Criticism
- CST 410  Advocacy and Argumentation
- CST 412  Advocacy and Persuasion
- CST 413  Advocacy and Persuasive Campaigns
- CST 415  Advanced Topics in Advocacy and Communication Criticism
- CST 419  Communication, Media and Identity

#### Organizational & professional communication

- CST 260  Professional Communication
- CST 350  Organizational Communication
- CST 351  Interviewing: Principles and Processes
- CST 354  Health Communication
- CST 355  Diversity and Organizational Communication
- CST 360  Public Relations
- CST 365  Communication in Teams
- CST 380  Communicating Leadership
Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 266)
- Baccalaureate degree requirements (p. 266)

College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced

   Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlaex.edu/esl) for eligibility and regulations);
2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
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Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)

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Sample degree plan

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General Education Program

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
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<th>Year 1</th>
<th>Credits</th>
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<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
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<td>CST 190</td>
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<td>Gen Ed Self &amp; Society</td>
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<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
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<td>Interpersonal Communication Emphasis Elective</td>
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<td>SACL</td>
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<td>CST 370 or 374</td>
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<td>CST 498</td>
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<td>SACL Core Course</td>
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<td>Gen Ed Hum-Lit</td>
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<tr>
<td>Advocacy &amp; Cultural Criticism Emphasis Elective</td>
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<td>SACL Diversity Course</td>
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| Total Credits: 120-123 | |

1. SAC Core Humanities and Fine Arts Tracks require 102+ level language. SAC Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

Communication Studies Major: Broadcast and Digital Media Emphasis - Bachelor of Science (BS)

Major requirements

Admission requirements (p. 259)

(All colleges, excluding teacher certification programs)

39 credits
Core requirements
CST 190 Introduction to Communication Studies 3
CST 301 Theories of Communication 3
CST 498 Research Methods in Communication 3
CST 499 Senior Project in Communication Studies 3

Required
CST 271 Contemporary Media in Everyday Life 3
CST 274 Television Production 3
CST 370 Broadcast Media Writing 3
or CST 374 Television Workshop 3
CST 471 Broadcast and Digital Media Management 3
Select nine credits of electives, one from each emphasis area (see below) 9
Select a minimum of six credits of electives from any CST course 1 6
Total Credits 39

1 excluding CST 110

Areas of emphasis:
Interpersonal communications
CST 230 Interpersonal Communication 3
CST 330 Nonverbal Communication 3
CST 332 Intercultural Communication 3
CST 333 Lying and Deception in Human Interaction 3
CST 334 Gender Communication 3
CST 336 Family Communication 3
CST 337 Communication and Race 3
CST 338 Sexuality and Romance in Media 3

Advocacy & communication criticism
CST 210 Presentational Speaking 3
CST 215 Influence, Advocacy and Social Responsibility 3
CST 310 Debate 3
CST 315 Communication Criticism 3
CST 410 Advocacy and Argumentation 3
CST 412 Advocacy and Persuasion 3
CST 413 Advocacy and Persuasive Campaigns 3
CST 415 Advanced Topics in Advocacy and Communication Criticism 3
CST 419 Communication, Media and Identity 3

Organizational & professional communication
CST 260 Professional Communication 3
CST 350 Organizational Communication 3
CST 351 Interviewing: Principles and Processes 3
CST 354 Health Communication 3
CST 355 Diversity and Organizational Communication 3
CST 360 Public Relations 3
CST 365 Communication in Teams 3
CST 380 Communicating Leadership 3

Degree requirements
All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 268)
- Baccalaureate degree requirements (p. 269)

College of Liberal Studies (CLS/SAC) Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
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5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics-Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student’s major as follows:
1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must
be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 160).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

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**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

*This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.*

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3 CST 190</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Self &amp; Society</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 Gen Ed Natural Lab Science</td>
<td>4</td>
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<tr>
<td>Gen Ed Arts</td>
<td>2-3 Gen Ed Arts</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4 Gen Ed Health &amp; Well-Being</td>
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<tr>
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<tbody>
<tr>
<td>CST 271</td>
<td>3 CST 274</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SAC Core Gen Ed Natural Lab Science</td>
<td>4 Organization &amp; Professional Comm. Emphasis Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Interpersonal Communication Emphasis Elective</td>
<td>3 Minor Course</td>
<td>3</td>
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</tr>
<tr>
<td>University Elective</td>
<td>2 SAC Core Course</td>
<td>3</td>
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<tr>
<td>CST 370 or 374</td>
<td>3 Gen Ed Math/ Lang/Logical System</td>
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<th>Credits</th>
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<tbody>
<tr>
<td>CST 301</td>
<td>3 CST Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3 CST 498</td>
<td>3</td>
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<tr>
<td>Gen Ed Elective</td>
<td>3 Minor Course</td>
<td>3</td>
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<td>SAC Core Course</td>
<td>3 University Elective</td>
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<td>Gen Ed Hum-Lit</td>
<td>3 CST 471</td>
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<tr>
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<tr>
<td>CST 499</td>
<td>3 Minor Course</td>
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<tr>
<td>Minor Course</td>
<td>3 Minor Course</td>
<td>3</td>
<td></td>
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<tr>
<td>Gen Ed Minority Cultures</td>
<td>3 Gen Ed Global Studies</td>
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<td>CST Elective</td>
<td>3 Gen Ed Elective</td>
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</table>
Communication Studies Major: Interpersonal Communication Emphasis - Bachelor of Arts (BA)

Major requirements

Admission requirements (p. 259)

(All colleges, excluding teacher certification programs)

39 credits

Core requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>CST 190</td>
<td>Introduction to Communication Studies</td>
<td>3</td>
</tr>
<tr>
<td>CST 301</td>
<td>Theories of Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 498</td>
<td>Research Methods in Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 499</td>
<td>Senior Project in Communication Studies</td>
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Required

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>CST 230</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 336</td>
<td>Family Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 430</td>
<td>Advanced Topics in Interpersonal Communication</td>
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</table>

Select at least three credits of the following:

<table>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CST 330</td>
<td>Nonverbal Communication</td>
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</tr>
<tr>
<td>CST 332</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 333</td>
<td>Lying and Deception in Human Interaction</td>
<td>3</td>
</tr>
<tr>
<td>CST 334</td>
<td>Gender Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 337</td>
<td>Communication and Race</td>
<td>3</td>
</tr>
<tr>
<td>CST 338</td>
<td>Sexuality and Romance in Media</td>
<td>3</td>
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</table>

Select nine credits of electives, one from each emphasis area (see below)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 330</td>
<td>Nonverbal Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 332</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 333</td>
<td>Lying and Deception in Human Interaction</td>
<td>3</td>
</tr>
<tr>
<td>CST 334</td>
<td>Gender Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 337</td>
<td>Communication and Race</td>
<td>3</td>
</tr>
<tr>
<td>CST 338</td>
<td>Sexuality and Romance in Media</td>
<td>3</td>
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Areas of emphasis:

Organizational & professional communication

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CST 260</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 350</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 351</td>
<td>Interviewing: Principles and Processes</td>
<td>3</td>
</tr>
<tr>
<td>CST 354</td>
<td>Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 355</td>
<td>Diversity and Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 360</td>
<td>Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>CST 365</td>
<td>Communication in Teams</td>
<td>3</td>
</tr>
<tr>
<td>CST 380</td>
<td>Communicating Leadership</td>
<td>3</td>
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</table>

Advocacy & communication criticism

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CST 210</td>
<td>Presentational Speaking</td>
<td>3</td>
</tr>
<tr>
<td>CST 215</td>
<td>Influence, Advocacy and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>CST 310</td>
<td>Debate</td>
<td>3</td>
</tr>
<tr>
<td>CST 315</td>
<td>Communication Criticism</td>
<td>3</td>
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</table>

CST 410 | Advocacy and Argumentation | 3 |
CST 412 | Advocacy and Persuasion | 3 |
CST 413 | Advocacy and Persuasive Campaigns | 3 |
CST 415 | Advanced Topics in Advocacy and Communication Criticism | 3 |
CST 419 | Communication, Media and Identity | 3 |

Broadcast & digital media

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CST 270</td>
<td>Broadcast Announcing</td>
<td>3</td>
</tr>
<tr>
<td>CST 271</td>
<td>Contemporary Media in Everyday Life</td>
<td>3</td>
</tr>
<tr>
<td>CST 274</td>
<td>Television Production</td>
<td>3</td>
</tr>
<tr>
<td>CST 370</td>
<td>Broadcast Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>CST 371</td>
<td>Audience Research</td>
<td>3</td>
</tr>
<tr>
<td>CST 372</td>
<td>Audio Workshop</td>
<td>3</td>
</tr>
<tr>
<td>CST 374</td>
<td>Television Workshop</td>
<td>3</td>
</tr>
<tr>
<td>CST 376</td>
<td>Remote Video Operations</td>
<td>3</td>
</tr>
<tr>
<td>CST 378</td>
<td>Computer Mediated Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 471</td>
<td>Broadcast and Digital Media Management</td>
<td>3</td>
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</tbody>
</table>

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 270)
- Baccalaureate degree requirements (p. 271)

College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER,
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
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### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>CST 190</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Self &amp; Society</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
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</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 102+ Level Gen Ed/ SAC Core Language*</td>
<td>3-4</td>
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<tr>
<td>Gen Ed Arts</td>
<td>2-3 Gen Ed Arts</td>
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</tr>
<tr>
<td>Gen Ed Math</td>
<td>4 Gen Ed Health &amp; Well-Being</td>
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**Year 1 Credits:** 15-16

**Year 2 Credits:** 14-15

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<th>Fall</th>
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<td>CST 336</td>
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<td>Minor Course</td>
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<td>University Elective</td>
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<tr>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
<td>Organizational &amp; Professional Comm. Emphasis Elective</td>
<td>3</td>
</tr>
<tr>
<td>CST Interpersonal Communication Core Elective</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
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<tr>
<td>University Elective</td>
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<td>Gen Ed Global Studies</td>
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**Year 3 Credits:** 16

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<td>SAC Core Course</td>
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<td>Broadcast &amp; Digital Comm. Emphasis Elective</td>
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<td>Gen Ed Hum-Lit</td>
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**Year 4 Credits:** 15

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<td>CST 430</td>
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<td>Minor Course</td>
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<td>Gen Ed Minority Cultures</td>
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<tr>
<td>CST Elective</td>
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<td>Gen Ed Elective</td>
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### Areas of emphasis:

**Organizational & professional communication**

| CST 260 | Professional Communication | 3 |
| CST 350 | Organizational Communication | 3 |
| CST 351 | Interviewing: Principles and Processes | 3 |
| CST 354 | Health Communication | 3 |
| CST 355 | Diversity and Organizational Communication | 3 |
| CST 360 | Public Relations | 3 |
| CST 365 | Communication in Teams | 3 |

---

1. SAC Core Humanities and Fine Arts Tracks require 102+ level language. SAC Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

---

1. excluding CST 110
Bachelor of Science degrees: The following conditions apply to one or both Bachelor of Arts and Bachelor of Science core requirements College of Liberal Studies (CLS/SAC) (WINGS) Student Center. All enrolled students have access to the AR, the Advisement Report (AR) found in the Student Information System.

All students must complete the general education, college core, major, minor, and university degree requirements in order to qualify for a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student's major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student's major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 273)
- Baccalaureate degree requirements (p. 273)

College of Liberal Studies (CLS/SAC)
Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
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Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

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<td>CST 190</td>
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<td>Gen Ed Math</td>
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Total Credits: 15-16

### Year 2

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<td>CST 336</td>
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<td>Minor Course</td>
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<td>Organization &amp; Professional Comm. Elective</td>
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<td>SAC Core Gen Ed Natural Lab Science</td>
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<td>Gen Ed Math/ Lang/Logical System</td>
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Total Credits: 15-15

### Year 3

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<td>Gen Ed Elective</td>
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<td>SAC Core Course</td>
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<td>University Elective</td>
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Total Credits: 15-15

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<td>Advocacy &amp; Cultural Criticism Elective</td>
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Total Credits: 15-15

### Communication Studies Major: Organizational and Professional Communication Emphasis - BA

#### Major requirements

Admission requirements (p. 259)

(All colleges, excluding teacher certification programs)

39 credits

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<tr>
<th>Credits</th>
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<td>CST 301</td>
<td>Theories of Communication</td>
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<td>Research Methods in Communication</td>
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<td>CST 499</td>
<td>Senior Project in Communication Studies</td>
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<td>CST 260</td>
<td>Professional Communication</td>
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<td>CST 350</td>
<td>Organizational Communication</td>
<td>3</td>
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<tr>
<td>CST 452</td>
<td>Contemporary Approaches to Organizational Communication</td>
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Select at least three credits of the following:

3
Areas of emphasis:

Interpersonal communications
CST 230  Interpersonal Communication  3
CST 330  Nonverbal Communication  3
CST 332  Intercultural Communication  3
CST 333  Lying and Deception in Human Interaction  3
CST 334  Gender Communication  3
CST 336  Family Communication  3
CST 337  Communication and Race  3
CST 338  Sexuality and Romance in Media  3

Advocacy & communication criticism
CST 210  Presentational Speaking  3
CST 215  Influence, Advocacy and Social Responsibility  3
CST 310  Debate  3
CST 315  Communication Criticism  3
CST 410  Advocacy and Argumentation  3
CST 412  Advocacy and Persuasion  3
CST 413  Advocacy and Persuasive Campaigns  3
CST 415  Advanced Topics in Advocacy and Communication Criticism  3
CST 419  Communication, Media and Identity  3

Broadcast & digital media
CST 270  Broadcast Announcing  3
CST 271  Contemporary Media in Everyday Life  3
CST 274  Television Production  3
CST 370  Broadcast Media Writing  3
CST 371  Audience Research  3
CST 372  Audio Workshop  3
CST 374  Television Workshop  3
CST 376  Remote Video Operations  3
CST 378  Computer Mediated Communication  3
CST 471  Broadcast and Digital Media Management  3

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR. • General education (p. 59)
• College core (p. 275)
• Baccalaureate degree requirements (p. 276)

College of Liberal Studies (CLS/SAC)
Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced

Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute [http://www.uwlax.edu/esl] for eligibility and regulations); and
2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.
B. Humanities track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or fine arts.

C. Fine arts track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

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2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
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<td>Gen Ed Math</td>
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Communication Studies Major: Organizational and Professional Communication Emphasis - BS

Major requirements

Admission requirements (p. 259)

(All colleges, excluding teacher certification programs)

39 credits

Core requirements

CST 190 Introduction to Communication Studies 3
CST 301 Theories of Communication 3
CST 498 Research Methods in Communication 3
CST 499 Senior Project in Communication Studies 3

Areas of emphasis:

Interpersonal communications

CST 230 Interpersonal Communication 3
CST 330 Nonverbal Communication 3
CST 332 Intercultural Communication 3
CST 333 Lying and Deception in Human Interaction 3
CST 334 Gender Communication 3
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CST 371 Audience Research 3
CST 372 Audio Workshop 3
CST 374 Television Workshop 3
CST 376 Remote Video Operations 3
CST 378 Computer Mediated Communication 3
CST 471 Broadcast and Digital Media Management 3

1 SAC Core Humanities and Fine Arts Tracks require 102+ level language. SAC Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.
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- General education (p. 59)
- College core (p. 278)
- Baccalaureate degree requirements (p. 278)

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<td>3 Gen Ed Health &amp; Well-Being</td>
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### Year 3

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**Communication Studies Minor: Advocacy and Communication Criticism Emphasis**

(All colleges, excluding teacher certification programs)

**24 credits**

**Required**

- CST 190 Introduction to Communication Studies 3
- CST 210 Presentational Speaking 3
- or CST 215 Influence, Advocacy and Social Responsibility 3
- CST 315 Communication Criticism 3
- CST 412 Advocacy and Persuasion 3
- or CST 413 Advocacy and Persuasive Campaigns 3

Select at least three credits of the following: 3

- CST 210 Presentational Speaking 3
- or CST 215 Influence, Advocacy and Social Responsibility 3
- CST 310 Debate 3
- CST 410 Advocacy and Argumentation 3
- CST 412 Advocacy and Persuasion 3
- CST 413 Advocacy and Persuasive Campaigns 3
- CST 415 Advanced Topics in Advocacy and Communication Criticism 3
- CST 419 Communication, Media and Identity 3

Select nine credits of electives, one from each of the other emphasis areas (see below) 9

**Total Credits** 24

**Areas of emphasis:**

**Organizational & professional**

- CST 260 Professional Communication 3
- CST 350 Organizational Communication 3
- CST 351 Interviewing: Principles and Processes 3
- CST 354 Health Communication 3
- CST 355 Diversity and Organizational Communication 3
- CST 360 Public Relations 3
- CST 365 Communication in Teams 3
- CST 380 Communicating Leadership 3

**Interpersonal emphasis**

- CST 230 Interpersonal Communication 3
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**Broadcast & digital media emphasis**

**Required:**

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Select at least three credits of the following:

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**Total Credits**

24

**Areas of emphasis:**

**Interpersonal communications**

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**Advocacy & communication criticism**

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**Communication Studies Minor: Interpersonal Communication Emphasis**

(All colleges, excluding teacher certification programs)

24 credits

**Required**

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**Total Credits**

24

**Areas of emphasis:**

**Organizational & professional communication**

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**Broadcast & digital media**

| CST 270 | Broadcast Announcing | 3 |
| CST 271 | Contemporary Media in Everyday Life | 3 |
| CST 274 | Television Production | 3 |
| CST 370 | Broadcast Media Writing | 3 |
| CST 371 | Audience Research | 3 |
| CST 372 | Audio Workshop | 3 |
| CST 374 | Television Workshop | 3 |
| CST 376 | Remote Video Operations | 3 |
| CST 378 | Computer Mediated Communication | 3 |
| CST 471 | Broadcast and Digital Media Management | 3 |

**Communication Studies Minor: Organizational and Professional Communication Emphasis**

(All colleges, excluding teacher certification programs)

24 credits

**Required**

| CST 190 | Introduction to Communication Studies | 3 |
| CST 260 | Professional Communication | 3 |
| CST 350 | Organizational Communication | 3 |
| CST 452 | Contemporary Approaches to Organizational Communication | 3 |

Select at least three credits of the following:

| CST 351 | Interviewing: Principles and Processes | 3 |
| CST 354 | Health Communication | 3 |
| CST 355 | Diversity and Organizational Communication | 3 |
| CST 360 | Public Relations | 3 |
| CST 365 | Communication in Teams | 3 |
| CST 380 | Communicating Leadership | 3 |

Select nine credits of electives, one from each emphasis areas (see below)

Total Credits 24

**Areas of emphasis:**

**Interpersonal communications**

| CST 230 | Interpersonal Communication | 3 |
| CST 330 | Nonverbal Communication | 3 |
| CST 332 | Intercultural Communication | 3 |
| CST 333 | Lying and Deception in Human Interaction | 3 |
| CST 334 | Gender Communication | 3 |
| CST 336 | Family Communication | 3 |

| CST 337 | Communication and Race | 3 |
| CST 338 | Sexuality and Romance in Media | 3 |

**Advocacy & communication criticism**

| CST 210 | Presentational Speaking | 3 |
| CST 215 | Influence, Advocacy and Social Responsibility | 3 |
| CST 310 | Debate | 3 |
| CST 315 | Communication Criticism | 3 |
| CST 410 | Advocacy and Argumentation | 3 |
| CST 412 | Advocacy and Persuasion | 3 |
| CST 413 | Advocacy and Persuasive Campaigns | 3 |
| CST 415 | Advanced Topics in Advocacy and Communication Criticism | 3 |
| CST 419 | Communication, Media and Identity | 3 |

**Broadcast & digital media**

| CST 270 | Broadcast Announcing | 3 |
| CST 271 | Contemporary Media in Everyday Life | 3 |
| CST 274 | Television Production | 3 |
| CST 370 | Broadcast Media Writing | 3 |
| CST 371 | Audience Research | 3 |
| CST 372 | Audio Workshop | 3 |
| CST 374 | Television Workshop | 3 |
| CST 376 | Remote Video Operations | 3 |
| CST 378 | Computer Mediated Communication | 3 |
| CST 471 | Broadcast and Digital Media Management | 3 |

**Communication Studies Minor: Sports Broadcasting**

(All colleges, excluding teacher certification programs)

24 credits

**Required**

| CST 271 | Contemporary Media in Everyday Life | 3 |
| CST 275 | Applied Television | 1 |
| CST 374 | Television Workshop | 2 |
| CST 370 | Broadcast Media Writing | 3 |
| CST 471 | Broadcast and Digital Media Management | 3 |
| ESS 348 | Theory of Coaching (repeat for a total of four credits) | 4 |

Select one of the following:

| ESS 130 | Officiating Athletics | 1-3 |
| CST 270 | Broadcast Announcing | 3 |
| CST 376 | Remote Video Operations | 3 |

Select five to seven credits from the following (with at least three credits at the 300/400 level):

| CST 270 | Broadcast Announcing | 3 |
| CST 274 | Television Production | 3 |
| CST 372 | Audio Workshop | 3 |
| CST 374 | Television Workshop | 3 |
| CST 376 | Remote Video Operations | 3 |
| CST 474 | Advanced Video Production | 3 |
| ESS 249 | Youth Sport Issues | 3 |
Music Department (MUS)

College of Liberal Studies
School of Arts and Communication
Department Chair: Christopher Frye
233 Center For The Arts; 608.785.8409
Email: cfrye@uwlex.edu

www.uwlax.edu/music

The Department of Music is accredited by the National Association of Schools of Music and is a vital unit within the School of Arts and Communication in the College of Liberal Studies. The department offers a balanced program of academic offerings including music theory, composition, technology, history, and appreciation courses; a wide variety of performance opportunities; and individual applied instruction, all administered by dedicated expert faculty.

Musical organizations include the UW-La Crosse Orchestra, the Screaming Eagles Marching Band, the UW-La Crosse Wind Symphony, and the Symphonic Band. Small ensembles like brass and woodwind quintets, percussion ensembles, and the two Korean Percussion ensembles allow students chamber music experiences. The nationally recognized jazz studies program, including two full jazz bands and several combos, is an active, vital part of university life. There are a number of excellent choral organizations including the Concert Choir, Choral Union, MannerChor, Women’s Chorus and several Vocal Jazz groups that provide UW-La Crosse students with unique opportunities to perform music of many styles and genres. All organizations have toured locally, nationally and internationally. The Jazz Orchestra, Vocal Jazz Choir, Concert Choir, Korean Percussion Ensemble, Orchestra, and Wind Symphony have been invited to perform at Wisconsin state music conferences. All UW-La Crosse students are welcome to perform in the music ensembles.

Applied music lessons are provided to all music majors and minors without additional fees. Non music majors/minors may take applied lessons by audition and with an applied fee when studio space is available.

- Students enrolling in the music major must complete the music major core requirements and one or more areas of emphasis.
- Students enrolling in education emphases must also complete teacher education requirements found in the School of Education (p. 527).

The below course lists are to be used to meet the requirements of music majors and minors, but non-music majors and minors may also enroll with consent of instructor.

Large ensembles (p. 282) Small ensembles
(p. 282) Applied music (p. 283)

Large ensembles
(Open to students in all schools and colleges within the university with consent of instructor)

One credit per semester. A maximum of six credits may be earned in large ensembles toward a music major.

Screaming Eagles Marching Band
MUS 100 Screaming Eagles Marching Band I 1
MUS 200 Screaming Eagles Marching Band II 1
MUS 300 Screaming Eagles Marching Band III 1
MUS 400 Screaming Eagles Marching Band IV 1

Concert Choir
MUS 106 Concert Choir I 1
MUS 206 Concert Choir II 1
MUS 306 Concert Choir III 1
MUS 406 Concert Choir IV 1

MannerChor
MUS 119 MannerChor I 1
MUS 219 MannerChor II 1
MUS 319 MannerChor III 1
MUS 419 MannerChor IV 1

Women’s Chorus
MUS 123 Women’s Chorus I 1
MUS 223 Women’s Chorus II 1
MUS 323 Women’s Chorus III 1
MUS 423 Women’s Chorus IV 1

Wind Symphony (Concert Band 1)
MUS 140 Wind Symphony I 1
MUS 240 Wind Symphony II 1
MUS 340 Wind Symphony III 1
MUS 440 Wind Symphony IV 1

Symphonic Band (Concert Band 2)
MUS 144 Symphonic Band I 1
MUS 244 Symphonic Band II 1
MUS 344 Symphonic Band III 1
MUS 444 Symphonic Band IV 1

Orchestra
MUS 156 Orchestra I 1
MUS 256 Orchestra II 1
MUS 356 Orchestra III 1
MUS 456 Orchestra IV 1

Choral Union
MUS 158 Choral Union I 1
MUS 258 Choral Union II 1
MUS 358 Choral Union III 1
MUS 458 Choral Union IV 1

Small ensembles
(Open to students in all schools and colleges within the university with consent of instructor)

One credit per semester. A maximum of two credits earned in small ensembles may be applied toward the music major.

Music education majors prerequisite: Concurrent enrollment in a large ensemble. If choral or general music education major, one of the following:

Concert Choir: MUS 106, MUS 206, MUS 306, MUS 406
MannerChor: MUS 119, MUS 219, MUS 319, MUS 419
Women’s Chorus: MUS 123, MUS 223, MUS 323, MUS 423
Choral Union: MUS 158, MUS 258, MUS 358, MUS 458

If instrumental or general music education major, one of the following:

Marching Band: MUS 100, MUS 200, MUS 300, MUS 400
Wind Symphony: MUS 140, MUS 240, MUS 340, MUS 440
Symphonic Band: MUS 144, MUS 244, MUS 344, MUS 444
Orchestra: MUS 156, MUS 256, MUS 356, MUS 456

Students who register for credit in music organizations are required to register in the same manner and within the time limits established for registration in all other courses.

Jazz Orchestra
MUS 130 Jazz Orchestra I 1
MUS 230 Jazz Orchestra II 1
MUS 330 Jazz Orchestra III 1
MUS 430 Jazz Orchestra IV 1

Jazz Ensemble
MUS 134 Jazz Ensemble I 1
MUS 234 Jazz Ensemble II 1
MUS 334 Jazz Ensemble III 1
MUS 434 Jazz Ensemble IV 1

Opera Workshop
MUS 152 Opera Workshop 1

Vocal Jazz
MUS 160 Vocal Jazz I 1
MUS 260 Vocal Jazz II 1
MUS 360 Vocal Jazz III 1
MUS 460 Vocal Jazz IV 1

Ensembles
MUS 161 Ensembles 1

Chamber Choir
MUS 162 Chamber Choir I 1
MUS 262 Chamber Choir II 1
MUS 362 Chamber Choir III 1
MUS 462 Chamber Choir IV 1

Applied music courses

Applied music courses are open to music majors and minors without an extra fee. Other students may audition to take applied music courses on a space-available basis and must pay an applied music fee.

Placement in intermediate (200 level) and advanced (300 level) courses is determined by audition. Students enrolled in 200 or 300 level courses will perform for a Department of Music jury at the close of each semester of instruction. Students enrolled in recital-level courses (400 level) will present a public recital. Students enrolled in 200 and 300 level courses take one (one-half hour) private lesson per week and will also meet for one class lesson per week. Students may enroll in a maximum of two applied areas each semester. All applied music courses are one credit.

A music major or minor may enroll for a maximum of nine semesters in a single applied area without paying an extra fee. Of those nine semester credits, only six credits may be earned at the 200 level.

Applied music credits for minors beyond the required four semesters are subject to space availability.

Course list
MUA 201 Applied Flute 1
MUA 202 Applied Oboe 1
MUA 203 Applied Clarinet 1
MUA 204 Applied Bassoon 1
MUA 205 Applied Saxophone 1
MUA 206 Applied Horn 1
MUA 207 Applied Trumpet 1
MUA 208 Applied Trombone 1
MUA 209 Applied Euphonium 1
MUA 210 Applied Tuba 1
MUA 211 Applied Percussion 1
MUA 214 Applied Piano 1
MUA 215 Applied Guitar 1
MUA 216 Applied Violin 1
MUA 217 Applied Viola 1
MUA 218 Applied Cello 1
MUA 219 Applied Bass 1
MUA 221 Applied Voice 1
MUA 301 Applied Flute 1
MUA 302 Applied Oboe 1
MUA 303 Applied Clarinet 1
MUA 304 Applied Bassoon 1
MUA 305 Applied Saxophone 1
MUA 306 Applied Horn 1
MUA 307 Applied Trumpet 1
MUA 308 Applied Trombone 1
MUA 309 Applied Euphonium 1
MUA 310 Applied Tuba 1
MUA 311 Applied Percussion 1
MUA 314 Applied Piano 1
MUA 315 Applied Guitar 1
MUA 316 Applied Violin 1
MUA 317 Applied Viola 1
MUA 318 Applied Cello 1
MUA 319 Applied Bass 1
MUA 321 Applied Voice 1
MUA 471 Recital 1
MUA 472 Performance Emphasis Recital 1

2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor
Christopher Frye
Gary Walth
Soojin Ritterling
### Majors

- Music major: performance emphasis - BA (p. 284)
- Music major: performance emphasis - BS (p. 286)
- Music major: music history emphasis - BA (p. 288)
- Music major: music history emphasis - BS (p. 291)
- Music major: music theory emphasis - BA (p. 293)
- Music major: music theory emphasis - BS (p. 295)
- Music major: jazz performance emphasis - BA (p. 297)
- Music major: jazz performance emphasis - BS (p. 300)
- Music major: piano pedagogy - BA (p. 302)
- Music major: piano pedagogy - BS (p. 305)
- Music major: music theatre emphasis - BA (p. 307)
- Music major: music theatre emphasis - BS (p. 309)
- Music education major: choral education emphasis - BS (p. 311)
- Music education major: general education emphasis - BS (p. 314)
- Music education major: instrumental education emphasis - BS (p. 316)

### Minors

- Music minor (p. 319)
- Music minor: music theatre emphasis (p. 319)

### Music Major: Performance Emphasis - Bachelor of Arts (BA)

#### Major requirements

(All colleges, excluding teacher certification programs)

- Auditions required.
- 37 credits

#### Core requirements (25 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 201</td>
<td>Musical Cultures</td>
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<td>Music Theory I</td>
<td>3</td>
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<td>MUS 236</td>
<td>Music Theory II</td>
<td>3</td>
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<td>MUS 237</td>
<td>Music Reading &amp; Aural Skills I</td>
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<tr>
<td>MUS 238</td>
<td>Music Reading and Aural Skills II</td>
<td>1</td>
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<tr>
<td>MUS 301</td>
<td>Music History: 1825-1900</td>
<td>2</td>
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<td>MUS 302</td>
<td>Music History: 20th Century</td>
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<td>MUS 335</td>
<td>Music Theory III</td>
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<tr>
<td>MUS 336</td>
<td>Music Theory IV</td>
<td>3</td>
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<tr>
<td>MUS 337</td>
<td>Music Reading &amp; Aural Skills III</td>
<td>1</td>
</tr>
<tr>
<td>MUS 338</td>
<td>Music Reading and Aural Skills IV</td>
<td>1</td>
</tr>
</tbody>
</table>

Successful completion of concert attendance

**Total Credits** 25

### Performance emphasis (12 credits)

- Select six credits in a single applied area, at least three credits must be taken at the 300 level and one at the 400 level
- MUS 480 Independent Study of Music 2 credits
- Music electives: select four credits 4 credits
- Six semesters of participation in large ensembles

**Total Credits** 12

### Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 284)
- Baccalaureate degree requirements (p. 285)

### College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf)
or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track
   1. Native speakers of English: complete:
      Select one of the following:
      | Course   | Title                  |
      |----------|------------------------|
      | CHI 202  | Intermediate Chinese II|
      | FRE 202  | Intermediate French II |
      | GER 202  | Intermediate German II |
      | RUS 202  | Intermediate Russian II|
      | SPA 202  | Intermediate Spanish II|
      | MLG 202  | World Languages: Intermediate I|
      | MLG 204  | Heritage Language: Intermediate|
      | MLG 304  | Heritage Language: Advanced|
   2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.

Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and

2. Two additional courses outside the department of the student’s major from two different departments.

B. Humanities track
   1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
   2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and
   3. One additional course in social sciences or fine arts.

C. Fine arts track
   1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
   2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
   3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
   1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
   2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
   3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ____)).
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/cpsprod/?cmd=login&languageCd=ENG&am) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 235</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3 MUA Applied 200 Level</td>
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</tr>
<tr>
<td>MUS 237</td>
<td>1 MUS 236</td>
<td>3</td>
</tr>
<tr>
<td>MUA Applied 200 Level</td>
<td>1 Large Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>Large Ensemble</td>
<td>1 Gen Ed Self &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>MUS 105 or 110 (Gen Ed Arts)</td>
<td>2-3 MUS 238</td>
<td>1</td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4 102+ Level Gen Ed/SAC Core Language</td>
<td>3-4</td>
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### Year 2

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Credits</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3 MUS 336</td>
<td>3</td>
</tr>
<tr>
<td>Large Ensemble</td>
<td>1 MUS 202</td>
<td>2</td>
</tr>
<tr>
<td>MUS 201 (Gen Ed Global Studies)</td>
<td>3 Large Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS 335</td>
<td>3 MUS 338</td>
<td>1</td>
</tr>
<tr>
<td>MUA Applied 300 Level</td>
<td>1 Gen Ed Natural Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>MUS 337</td>
<td>1 Gen Ed Arts (not from MUS)</td>
<td>2-3</td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3 MUA Applied 300 Level</td>
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</table>

### Year 3

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<tr>
<th>Semester</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td>SAC Core Course</td>
<td>3 Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well Being</td>
<td>3 Large Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUA Applied 300 Level (MUS Elective)</td>
<td>1 MUS 302</td>
<td>2</td>
</tr>
<tr>
<td>MUS 301</td>
<td>2 Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>3 MUA Applied 300 Level (MUS Elective)</td>
<td>1</td>
</tr>
</tbody>
</table>

At least two courses must be designed as writing emphasis.

1. SAC Core Humanities and Fine Arts Tracks require 102+ level language. SAC Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

### Music Major: Performance Emphasis - Bachelor of Science (BS)

#### Major requirements

(All colleges, excluding teacher certification programs)

Auditions required.

37 credits

#### Core requirements (25 credits)

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<td>MUS 235</td>
<td>Music Theory I</td>
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</tr>
<tr>
<td>MUS 236</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 237</td>
<td>Music Reading &amp; Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 238</td>
<td>Music Reading and Aural Skills II</td>
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</tr>
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<td>Music History: 1825-1900</td>
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</tr>
<tr>
<td>MUS 335</td>
<td>Music Theory III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 336</td>
<td>Music Theory IV</td>
<td>3</td>
</tr>
<tr>
<td>MUS 337</td>
<td>Music Reading &amp; Aural Skills III</td>
<td>1</td>
</tr>
<tr>
<td>MUS 338</td>
<td>Music Reading and Aural Skills IV</td>
<td>1</td>
</tr>
</tbody>
</table>

Successful completion of concert attendance

Total Credits 25
Performance emphasis (12 credits)

Select six credits in a single applied area, at least three credits must be taken at the 300 level and one at the 400 level

MUS 480 Independent Study of Music 2
Music electives: select four credits 4
Six semesters of participation in large ensembles

Total Credits 12

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 287)
- Baccalaureate degree requirements (p. 287)

College of Liberal Studies (CLS/SAC)
Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student’s major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UW-La Crosse is required for graduation. (See undergraduate resident requirement (p. 287).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan,
and some courses may not be offered every term. Review the course
descriptions or the class timetable (http://www.uwlax.edu/Records/
registration) for course offering information.

The sample degree plans represented in this catalog are intended for
first-year students entering UWL in the fall term. Students should use
the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/
csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with
their faculty advisor(s) and college dean’s office to ensure declaration
and completion of all requirements in a timely manner.

General Education Program
The general education curriculum (Gen Ed) is the common educational
experience for all undergraduates at UWL. Sample degree plans
include Gen Ed placeholders to ensure completion of the general
education requirements. Courses may be rearranged to fit the needs or
recommendations of the student’s program of study. Gen Ed courses
may be taken during winter term (January between the semesters) and
summer to reduce the course load during regular terms (fall and spring).
Students should consult with their advisor and/or the assistant to
the dean of their college for assistance with course and schedule planning.
Refer to the general education requirements (p. 59) for more specific
details.

Note: at least 40 credits of the 120 credits required must be earned at
the 300/400 level.

This sample degree plan does not establish a contractual agreement. It
identifies the minimum requirements a student must successfully complete,
to qualify for a degree, in a format intended to assist the student plan their
academic career. Actual degree plans may differ.

Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUS 201 or 110 (Gen Ed Arts)</td>
<td>2-3</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4</td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUA Applied 200 Level</td>
<td>1</td>
<td>Large Ensemble</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Large Ensemble</td>
<td>1</td>
<td>MUS 238</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 237</td>
<td>1</td>
<td>MUA Applied 200 level</td>
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<td></td>
</tr>
<tr>
<td>Total Credits: 15-16</td>
<td>14-15</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Year 2

<table>
<thead>
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<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUA Applied 300 Level</td>
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<td>Large Ensemble</td>
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</tr>
<tr>
<td>MUS 337</td>
<td>1</td>
<td>MUS 202</td>
<td>2</td>
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<tr>
<td>Large Ensemble</td>
<td>1</td>
<td>MUS 338</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>MUA Applied 300 Level</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>Gen Ed Arts (not from MUS)</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td>MUS 201 (Gen Ed Global Studies)</td>
<td>3</td>
<td>SAC Core Gen Ed Lab Science</td>
<td>4</td>
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</tr>
<tr>
<td>MUS 335</td>
<td>3</td>
<td>MUS 336</td>
<td>3</td>
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</tr>
<tr>
<td>Total Credits: 15</td>
<td>14-15</td>
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</tr>
</tbody>
</table>

At least two courses must be designed as writing emphasis.

Music Major: Music History Emphasis - Bachelor of Arts (BA)

Major requirements
(All colleges, excluding teacher certification programs)
Auditions required.

37 credits

Core requirements (25 credits)

| MUS 201 | Musical Cultures | 3 |
| MUS 202 | Music History: 1600-1825 | 2 |
| MUS 235 | Music Theory I | 3 |
| MUS 236 | Music Theory II | 3 |
| MUS 237 | Music Reading & Aural Skills I | 1 |
| MUS 238 | Music Reading and Aural Skills II | 1 |
| MUS 301 | Music History: 1825-1900 | 2 |
| MUS 302 | Music History: 20th Century | 2 |
| MUS 335 | Music Theory III | 3 |
| MUS 336 | Music Theory IV | 3 |
| MUS 337 | Music Reading & Aural Skills III | 1 |
| MUS 338 | Music Reading and Aural Skills IV | 1 |
Successful completion of concert attendance

Total Credits 25

Music history emphasis (12 credits)

Applied music: select six credits in a single applied area, at least two credits must be taken at the 300 level and one credit at the 400 level

Music electives: select four credits from the following:
- MUS 305 American Music
- MUS 403 Symphonic Literature
- MUS 407 Survey of Opera
- MUS 480 Independent Study of Music

Six semesters of participation in large ensembles

Total Credits 12

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR:

- General education (p. 59)
- College core (p. 289)
- Baccalaureate degree requirements (p. 289)

College of Liberal Studies (CLS/SAC)

Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics-Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced

B. Humanities track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
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Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 225</td>
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<td>MUA Applied 200 Level</td>
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</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Ori)</td>
<td>3</td>
<td>Large Ensemble</td>
<td></td>
<td></td>
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<tr>
<td>MUS 237</td>
<td>1</td>
<td>ENG 110 or 112</td>
<td></td>
<td></td>
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<tr>
<td>MUS 105 or 110 (Gen Ed Arts)</td>
<td>2-3</td>
<td>102+ Level Gen Ed SAC Core Language 1</td>
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<tr>
<td>Gen Ed Math</td>
<td>4</td>
<td>MUS 238</td>
<td>1</td>
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<tr>
<td>MUA Applied 200 Level</td>
<td>1</td>
<td>MUS 236</td>
<td>3</td>
<td></td>
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<tr>
<td>Large Ensemble</td>
<td>1</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<td>Large Ensemble</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Large Ensemble</td>
<td>1</td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>Gen Ed Arts (not from MUS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>MUS 202</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 335</td>
<td>3</td>
<td>MUS 338</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 337</td>
<td>1</td>
<td>MUS 336</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUS 201 (Gen Ed Global Studies)</td>
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<td>MUA Applied 200 or 300 Level (Elective Degree Credit)</td>
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<tr>
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<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SAC Core Elective</td>
<td>3</td>
<td>MUS 305, 403, or 407 (Music Electives)</td>
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<tr>
<td>Minor Course</td>
<td>3</td>
<td>MUA Applied 300 Level (Elective Degree Credit)</td>
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<tr>
<td>Gen Ed Health &amp; Well Being</td>
<td>3</td>
<td>Minor Course</td>
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<tr>
<td>Large Ensemble</td>
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<td>Gen Ed Elective</td>
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<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
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<td>Minor Course</td>
<td>3</td>
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<tr>
<td>MUS 301</td>
<td>2</td>
<td>Large Ensemble</td>
<td>1</td>
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<tr>
<td>MUA Applied 300 Level (Elective Degree Credit)</td>
<td>1</td>
<td>MUS 302</td>
<td>2</td>
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</table>
### Year 4

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<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 305, 403, or 407 (Music Electives)</td>
<td>2</td>
<td>MUA Applied 300 Level</td>
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<tr>
<td>MUA Applied 300 Level</td>
<td>1</td>
<td>SAC Core Diversity Elective</td>
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<td>MUS 480</td>
<td>2</td>
<td>Minor Course</td>
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<tr>
<td>Large Ensemble (Elective Degree Credit)</td>
<td>Minor Course</td>
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<tr>
<td>Elective Degree Credit</td>
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<td>MUA Applied 400 Level (Recital)</td>
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<tr>
<td>SAC Core Elective</td>
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<td>Gen Ed Elective</td>
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<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>Large Ensemble (Elective Degree Credit)</td>
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</table>

| Minor Course | 3 |

**Total Credits:** 120-123

At least two courses must be designed as writing emphasis.

1. SAC Core Humanities and Fine Arts Tracks require 102+ level language. SAC Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

### Music Major: Music History Emphasis - Bachelor of Science (BS)

#### Major requirements

(All colleges, excluding teacher certification programs)

Auditions required.

37 credits

#### Core requirements (25 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 201</td>
<td>Musical Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MUS 202</td>
<td>Music History: 1600-1825</td>
<td>2</td>
</tr>
<tr>
<td>MUS 235</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 236</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 237</td>
<td>Music Reading &amp; Aural Skills I</td>
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</tr>
<tr>
<td>MUS 238</td>
<td>Music Reading and Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 301</td>
<td>Music History: 1825-1900</td>
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</tr>
<tr>
<td>MUS 302</td>
<td>Music History: 20th Century</td>
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<tr>
<td>MUS 335</td>
<td>Music Theory III</td>
<td>3</td>
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<tr>
<td>MUS 336</td>
<td>Music Theory IV</td>
<td>3</td>
</tr>
<tr>
<td>MUS 337</td>
<td>Music Reading &amp; Aural Skills III</td>
<td>1</td>
</tr>
<tr>
<td>MUS 338</td>
<td>Music Reading and Aural Skills IV</td>
<td>1</td>
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</tbody>
</table>

Successful completion of concert attendance

**Total Credits:** 25

#### Music history emphasis (12 credits)

Applied music: select six credits in a single applied area, at least two credits must be taken at the 300 level and one credit at the 400 level

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 305</td>
<td>American Music</td>
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</tr>
<tr>
<td>MUS 403</td>
<td>Symphonic Literature</td>
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</tr>
<tr>
<td>MUS 407</td>
<td>Survey of Opera</td>
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<tr>
<td>MUS 480</td>
<td>Independent Study of Music</td>
<td>2</td>
</tr>
<tr>
<td>Six semesters of participation in large ensembles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 12

### Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 291)
- Baccalaureate degree requirements (p. 292)

### College of Liberal Studies (CLS/SAC) Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages” (GE 02, category 2).

### Bachelor of Science students complete four courses outside the department of the student’s major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student's major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student's major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student's major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement.)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

**No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.**

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/spsp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.
Large Ensemble 1 MUS 338 1

Year 3
Fall  Credits  Spring  Credits
Large Ensemble 1 Minor Course 3
Minor Course  3 Minor Course 3
SAC Core Course  3 Large Ensemble 1
HIS 101, 102, or ARC 200 (Gen Ed World Hist) 3 MUS 302 2
MUA Applied 300 Level (Elective Degree Credit)  1 MUA Applied 300 Level (Elective Degree Credit) 1

MUS 301 2 MUS 305, 403, or 407 (Music Electives) 2
Gen Ed Health & Well Being  3 Gen Ed Lang/Logical Systems 3-4

Year 4
Fall  Credits  Spring  Credits
MUS Applied 300 Level  1 Minor Course 3
University Elective  1 SAC Core Diversity Course 3
Gen Ed Elective  3 MUA Applied 400 Level (Recital) 1
SAC Core Course  3 MUA Applied 300 Level 1
MUS 305, 403, or 407 (Music Electives)  2 Gen Ed Elective 3
MUS 480 2 Minor Course 3
Minor Course 3

Total Credits: 120-123

At least two courses must be designed as writing emphasis.

Music Major: Music Theory Emphasis - Bachelor of Arts (BA)

Major requirements
(All colleges, excluding teacher certification programs)
Auditions required.
37 credits

Core requirements (25 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 201</td>
<td>Musical Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MUS 202</td>
<td>Music History: 1600-1825</td>
<td>2</td>
</tr>
<tr>
<td>MUS 235</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 236</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 237</td>
<td>Music Reading &amp; Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 238</td>
<td>Music Reading and Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 301</td>
<td>Music History: 1825-1900</td>
<td>2</td>
</tr>
<tr>
<td>MUS 302</td>
<td>Music History: 20th Century</td>
<td>2</td>
</tr>
<tr>
<td>MUS 335</td>
<td>Music Theory III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 336</td>
<td>Music Theory IV</td>
<td>3</td>
</tr>
<tr>
<td>MUS 337</td>
<td>Music Reading &amp; Aural Skills III</td>
<td>1</td>
</tr>
<tr>
<td>MUS 338</td>
<td>Music Reading and Aural Skills IV</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 25

Music theory emphasis (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 149</td>
<td>Keyboard Competencies IV</td>
<td>1</td>
</tr>
<tr>
<td>MUS 480</td>
<td>Independent Study of Music</td>
<td>2</td>
</tr>
</tbody>
</table>

Music electives: select three credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 432</td>
<td>Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>MUS 437</td>
<td>Form and Analysis</td>
<td></td>
</tr>
<tr>
<td>MUS 439</td>
<td>Composition</td>
<td></td>
</tr>
<tr>
<td>MUS 480</td>
<td>Independent Study of Music</td>
<td></td>
</tr>
</tbody>
</table>

Six semesters of participation in large ensembles

Total Credits: 12

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 293)
- Baccalaureate degree requirements (p. 294)

College of Liberal Studies (CLS/SAC)
Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement:
Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

**A. Language track**

1. Native speakers of English complete:
   - Select one of the following:
     - CHI 202 Intermediate Chinese II
     - FRE 202 Intermediate French II
     - GER 202 Intermediate German II
     - RUS 202 Intermediate Russian II
     - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced

2. Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

**B. Humanities track**

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

**C. Fine arts track**

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student's major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student's major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable for offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprd/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student's program of study. Gen Ed courses
may be taken during winter term (January between the semesters) and
summer to reduce the course load during regular terms (fall and spring).
Students should consult with their advisor and/or the assistant to the
dean of their college for assistance with course and schedule planning.
Refer to the general education requirements (p. 59) for more specific
details.

Note: at least 40 credits of the 120 credits required must be earned at
the 300/400 level.

This sample degree plan does not establish a contractual agreement. It
identifies the minimum requirements a student must successfully complete,
to qualify for a degree, in a format intended to assist the student plan their
academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 235</td>
<td>3</td>
<td>MUS 238</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 237</td>
<td>1</td>
<td>Large Ensemble</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large Ensemble</td>
<td>1</td>
<td>MUS 236</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUA Applied 200 Level</td>
<td>1</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
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</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>102+ Level</td>
<td>Gen Ed/ SAC Core Language</td>
<td>3-4</td>
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<tr>
<td>Gen Ed Math</td>
<td>4</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
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</tr>
<tr>
<td>MUS 105 or 110 (Gen Ed Arts)</td>
<td>2-3</td>
<td>MUA Applied 200 Level</td>
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<tr>
<td></td>
<td>15-16</td>
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### Year 2

<table>
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<th>Semester</th>
<th>Credits</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUA Applied 200 or 300 Level</td>
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<td>MUA Applied 200 or 300 Level</td>
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<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>Large Ensemble</td>
<td>1</td>
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<tr>
<td>MUS 146</td>
<td>1</td>
<td>Gen Ed Arts (not from MUS)</td>
<td>2-3</td>
<td></td>
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<tr>
<td>MUS 147</td>
<td>1</td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large Ensemble</td>
<td>1</td>
<td>MUS 149</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 335</td>
<td>3</td>
<td>MUS 202</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 337</td>
<td>1</td>
<td>MUS 338</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 201 (Gen Ed Global Studies)</td>
<td>3</td>
<td>MUS 326</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>MUS 148</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>17</td>
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<td>16-17</td>
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</table>

### Year 3

<table>
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<th>Semester</th>
<th>Credits</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 201</td>
<td>2</td>
<td>Minor Course</td>
<td>3</td>
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</tr>
<tr>
<td>SAC Core Elective</td>
<td>3</td>
<td>MUA Applied 300 Level (Elective Degree Credit)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>MUS 302</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well Being</td>
<td>3</td>
<td>MUS 432, 437, or 439 (Music Electives)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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</table>

### Year 4

<table>
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<th>Semester</th>
<th>Credits</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUA Applied 300 Level</td>
<td>1</td>
<td>MUA Applied 300 Level</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective (if needed)</td>
<td>2-3</td>
<td>MUA Applied 400 Level (Recital)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 480</td>
<td>2</td>
<td>SAC Core Diversity Elective</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>SAC Core Elective</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>MUS 432, 437, or 480 (Music Electives, 1-3 credits for 480)</td>
<td>1-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14-15</td>
<td>12-13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At least two courses must be designed as writing emphasis.

1. SAC Core Humanities and Fine Arts Tracks require 102+ level language. SAC Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

### Music Major: Music Theory Emphasis - Bachelor of Science (BS)

#### Major requirements

(All colleges, excluding teacher certification programs)

Auditions required.

37 credits

#### Core requirements (25 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 201</td>
<td>3</td>
</tr>
<tr>
<td>MUS 202</td>
<td>2</td>
</tr>
<tr>
<td>MUS 235</td>
<td>3</td>
</tr>
<tr>
<td>MUS 236</td>
<td>3</td>
</tr>
<tr>
<td>MUS 237</td>
<td>3</td>
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<tr>
<td>MUS 238</td>
<td>1</td>
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<tr>
<td>MUS 301</td>
<td>2</td>
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<td>MUS 302</td>
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<td>MUS 336</td>
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<tr>
<td>MUS 337</td>
<td>3</td>
</tr>
<tr>
<td>MUS 338</td>
<td>1</td>
</tr>
<tr>
<td>MUS 432, 437, or 439 (Music Electives)</td>
<td>1-2</td>
</tr>
</tbody>
</table>

Successful completion of concert attendance

Total Credits: 120-125

1. SAC Core Humanities and Fine Arts Tracks require 102+ level language. SAC Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.
Music theory emphasis (12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 149</td>
<td>Keyboard Competencies IV</td>
<td>1</td>
</tr>
<tr>
<td>MUS 480</td>
<td>Independent Study of Music</td>
<td>2</td>
</tr>
</tbody>
</table>

Applied music: select six credits in a single applied area, at least two credits must be taken at the 300 level and one credit at the 400 level.

Music electives: select three credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 432</td>
<td>Counterpoint</td>
</tr>
<tr>
<td>MUS 437</td>
<td>Form and Analysis</td>
</tr>
<tr>
<td>MUS 439</td>
<td>Composition</td>
</tr>
<tr>
<td>MUS 480</td>
<td>Independent Study of Music</td>
</tr>
</tbody>
</table>

Six semesters of participation in large ensembles

Total Credits: 12

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 296)
- Baccalaureate degree requirements (p. 296)

College of Liberal Studies (CLS/SAC) Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20Option%20Course%20List.pdf).

Bachelor of Science students complete four courses outside the department of the student’s major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.
No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 235</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
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</tr>
<tr>
<td>Gen Ed Math</td>
<td>4 Gen Ed Natural Lab Science</td>
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</tr>
<tr>
<td>MUA Applied 200 Level</td>
<td>1 Large Ensemble</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 105 or 110 (Gen Ed Arts)</td>
<td>2-3 MUS 236</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Large Ensemble</td>
<td>1 MUS 238</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3 Gen Ed Self &amp; Society</td>
<td>3</td>
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<tr>
<td>MUS 237</td>
<td>1 MUA Applied 200 Level</td>
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</table>

| Total Credits: 15-16 |

### Year 2

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<tr>
<td>Gen Ed Minority Cultures</td>
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</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3 MUS 149</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 337</td>
<td>1 MUS 148</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 335</td>
<td>3 MUS 336</td>
<td>3</td>
<td></td>
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</tbody>
</table>

### Year 3

<table>
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<tr>
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<th>Spring</th>
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<tbody>
<tr>
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<td>3</td>
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</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 Large Ensemble</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SAC Core Course</td>
<td>3 MUS 452, 457, or 459 (Music Electives)</td>
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</tr>
<tr>
<td>Gen Ed Health &amp; Well Being</td>
<td>3 Gen Ed Lang/Logical Systems</td>
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<td></td>
</tr>
<tr>
<td>Large Ensemble</td>
<td>1 Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUA Applied 300 level (Elective Degree Credit)</td>
<td>1 MUS 302</td>
<td>2</td>
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</tr>
<tr>
<td>MUS 301</td>
<td>2 MUA Applied 300 Level (Elective Degree Credit)</td>
<td>1</td>
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| Total Credits: 16 |

### Year 4

<table>
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<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUA Applied 300 level</td>
<td>1 Gen Ed Elective</td>
<td>3</td>
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</tr>
<tr>
<td>MUS 480</td>
<td>2 MUA Applied 400 Level (Recital)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SAC Core Course</td>
<td>3 SAC Core Diversity Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3 Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3 MUS 452, 457, 459, or 480 (Music Electives, 1-3 credits for 480)</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3 MUA Applied 300 Level</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

| Total Credits: 15 |

| Total Credits: 122-126 |

At least two courses must be designed as writing emphasis.

**Music Major: Jazz Performance Emphasis - Bachelor of Arts (BA)**

**Major requirements**

All colleges, excluding teacher certification programs

Auditions required.

37 credits
Core requirements (25 credits)

MUS 201 Musical Cultures 3
MUS 202 Music History: 1600-1825 2
MUS 235 Music Theory I 3
MUS 236 Music Theory II 3
MUS 237 Music Reading & Aural Skills I 1
MUS 238 Music Reading and Aural Skills II 1
MUS 301 Music History: 1825-1900 2
MUS 302 Music History: 20th Century 2
MUS 335 Music Theory III 3
MUS 336 Music Theory IV 3
MUS 337 Music Reading & Aural Skills III 1
MUS 338 Music Reading and Aural Skills IV 1

Total Credits 25

Jazz performance emphasis (12 credits)

Applied music: select six credits in a single applied area, at least three credits must be taken at the 300 level and one credit at the 400 level

Music electives: select six credits from the following:
- MUS 209 History of Jazz Culture
- MUS 326 Jazz Improvisation I
- MUS 327 Jazz Improvisation II
- MUS 480 Independent Study of Music

Total Credits 12

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 298)
- Baccalaureate degree requirements (p. 299)

College of Liberal Studies (CLS/SAC)
Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced

Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and

2. Two additional courses outside the student’s major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.
In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ) for information.)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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<tbody>
<tr>
<td>MUS 237</td>
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<td>ENG 110 or 112</td>
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<tr>
<td></td>
<td></td>
<td>(Gen Ed Literacy)</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Written)</td>
<td></td>
</tr>
<tr>
<td>MUS Large or Small Ensemble (Elective Degree Credit)</td>
<td>1</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4</td>
<td>MUS Large or Small Ensemble (Elective Degree Credit)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>MUS 238</td>
<td>1</td>
</tr>
<tr>
<td>MUA Applied 200 level</td>
<td>1</td>
<td>MUS 236</td>
<td>3</td>
</tr>
<tr>
<td>MUS 105 or 110 (Gen Ed Arts)</td>
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<td>MUA Applied 200 level</td>
<td>1</td>
</tr>
<tr>
<td>MUS 235</td>
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<td>102+ Level Gen Ed/</td>
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<tr>
<td>Year 2</td>
<td>15-16</td>
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<tbody>
<tr>
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<td>MUA Applied 200 or 300 Level (Elective Degree Credit)</td>
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<tr>
<td>MUS 335</td>
<td>3</td>
<td>MUS 336</td>
<td>3</td>
</tr>
<tr>
<td>MUS Large or Small Ensemble (Elective Degree Credit)</td>
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<td>MUS 338</td>
<td>1</td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>MUS 202</td>
<td>2</td>
</tr>
<tr>
<td>MUS 209 (Gen Ed Minority Cultures &amp; MUS Elective)</td>
<td>3</td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
</tr>
</tbody>
</table>

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

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General Education Program

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.
Music Major: Jazz Performance Emphasis - Bachelor of Science (BS)

Major requirements
(All colleges, excluding teacher certification programs)

### Annual Credits

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tr>
<td>3</td>
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<tr>
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<tr>
<td></td>
<td>MUS 337</td>
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<tr>
<td></td>
<td></td>
<td>Gen Ed Arts (not from MUS)</td>
<td>2-3</td>
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<tr>
<td></td>
<td></td>
<td>Gen Ed Health &amp; Well Being</td>
<td>3 Minor Course</td>
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<td></td>
<td>Minor Course</td>
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<td></td>
<td>SAC Core Elective</td>
<td>3 MUS 302</td>
<td>2</td>
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<td>Large or Small Ensemble (Elective Degree Credit)</td>
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<tr>
<td></td>
<td>MUS 301</td>
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<td>Minor Course</td>
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<td></td>
<td>MUS Large or Small Ensemble (Elective Degree Credit)</td>
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<td>3</td>
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<td>MUS 480 (MUS Elective)</td>
<td>1 MUA Applied 400 Level (Recital)</td>
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<td>1 MUA Applied 300 Level</td>
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<td></td>
<td></td>
<td>Total Credits: 120-123</td>
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</tr>
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</table>

At least two courses must be designed as writing emphasis.

1. **SAC Core Humanities and Fine Arts Tracks** require 102+ level language. **SAC Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

### Core requirements (25 credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
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<tr>
<td>3</td>
<td>MUS 201 Musical Cultures</td>
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<td>2</td>
<td>MUS 202 Music History: 1600-1825</td>
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<td>3</td>
<td>MUS 235 Music Theory I</td>
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<td>MUS 236 Music Theory II</td>
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<tr>
<td>1</td>
<td>MUS 237 Music Reading &amp; Aural Skills I</td>
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<tr>
<td>1</td>
<td>MUS 238 Music Reading and Aural Skills II</td>
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<tr>
<td>2</td>
<td>MUS 301 Music History: 1825-1900</td>
</tr>
<tr>
<td>2</td>
<td>MUS 302 Music History: 20th Century</td>
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<tr>
<td>3</td>
<td>MUS 335 Music Theory III</td>
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<td>3</td>
<td>MUS 336 Music Theory IV</td>
</tr>
<tr>
<td>1</td>
<td>MUS 337 Music Reading &amp; Aural Skills III</td>
</tr>
<tr>
<td>1</td>
<td>MUS 338 Music Reading and Aural Skills IV</td>
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</table>

Successful completion of concert attendance

### Jazz performance emphasis (12 credits)

Applied music: select six credits in a single applied area, at least three credits must be taken at the 300 level and one credit at the 400 level

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>MUS 209 History of Jazz Culture</td>
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<tr>
<td>6</td>
<td>MUS 326 Jazz Improvisation I</td>
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<td>6</td>
<td>MUS 327 Jazz Improvisation II</td>
</tr>
<tr>
<td>6</td>
<td>MUS 480 Independent Study of Music</td>
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</tbody>
</table>

Total Credits: 37 credits

### Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 300)
- Baccalaureate degree requirements (p. 301)

### College of Liberal Studies (CLS/SAC) Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20B.A.%20B.S.%20Core%20Course%20List%20Updated%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student’s major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA\(^1\) in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

\(^1\) Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MUS 235</td>
<td>3</td>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MUS 105 or 110 (Gen Ed Arts)</td>
<td>2</td>
<td>MUS 238</td>
<td>1</td>
</tr>
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<td>MUA Applied 200 level</td>
<td>1</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Fall Credits</td>
<td>Spring Credits</td>
<td>Total Credits</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------</td>
<td>----------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>MUS 209 (Gen Ed Minority Cultures &amp; MUS Elective)</td>
<td>3</td>
<td>MUS 338</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 201 (Gen Ed Global Studies)</td>
<td>3</td>
<td>MUS 202</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS Large or Small Ensemble (Elective Degree Credit)</td>
<td>1</td>
<td>MUS 336</td>
<td>3</td>
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<td>MUS 335</td>
<td>3</td>
<td>MUS Large or Small Ensemble (Elective Degree Credit)</td>
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</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>Gen Ed Arts (not from MUS)</td>
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<td>SAC Core</td>
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<tr>
<td>MUA Applied 200 or 300 Level (Elective Degree Credit)</td>
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<td>MUA Applied 200 or 300 Level (Elective Degree Credit)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 337</td>
<td>1</td>
<td>SAC Core</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>MUS Large or Small Ensemble (Elective Degree Credit)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Gen Ed Lang/Logical Systems</td>
<td>3</td>
<td>-4</td>
</tr>
<tr>
<td>MUS 326 (MUS Elective)</td>
<td>2</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
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<tr>
<td>MUA Applied 300 level (Elective Degree Credit)</td>
<td>1</td>
<td>MUA Applied 300 Level</td>
<td>1</td>
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</tr>
<tr>
<td>MUS Large or Small Ensemble (Elective Degree Credit)</td>
<td>1</td>
<td>Gen Ed Elective (if needed)</td>
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</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>SAC Core</td>
<td>3</td>
<td></td>
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<td>Year 3</td>
<td>15</td>
<td>14-15</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

At least two courses must be designed as writing emphasis.

Music Major: Piano Pedagogy - Bachelor of Arts (BA)

Major requirements

(All colleges, excluding teacher certification programs)

Auditions required.

37 credits

Core requirements (25 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 201     Musical Cultures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUS 202     Music History: 1600-1825</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 235     Music Theory I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUS 236     Music Theory II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUS 237     Music Reading &amp; Aural Skills I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 238     Music Reading and Aural Skills II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 301     Music History: 1825-1900</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 302     Music History: 20th Century</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 335     Music Theory III</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUS 336     Music Theory IV</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUS 337     Music Reading &amp; Aural Skills III</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 338     Music Reading and Aural Skills IV</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Successful completion of concert attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Piano pedagogy emphasis (12 credits)

Applied music: select six credits in applied piano, at least two credits must be taken at the 300 level (MUA 314) and one credit at the 400 level (MUA 471)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 480 Independent Study of Music</td>
<td>2</td>
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</tr>
<tr>
<td>MUS 351 Piano Pedagogy I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 352 Piano Pedagogy II: Instructional Strategies</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Six semesters of participation in ensembles, including 2 semesters of large</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to
the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 303)
- Baccalaureate degree requirements (p. 303)

College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20F2015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced

Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esi) for eligibility and regulations); and

2. Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student's major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student's major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. )).
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No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration of the student’s program of study. Gen Ed courses require 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 235</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
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</tr>
<tr>
<td>Large Ensemble</td>
<td>1 102+ Level Gen Ed/SAC Core Language</td>
<td>3-4</td>
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<tr>
<td>Gen Ed Math</td>
<td>4 Large Ensemble</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUA 214</td>
<td>1 MUS 238</td>
<td>1</td>
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<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
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<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUA 214 or 314 (Elective Degree Credit)</td>
<td>1 Gen Ed Natural Lab Science</td>
<td>4</td>
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</tr>
<tr>
<td>Large or Small Ensemble</td>
<td>1 MUA 214 or 314 (Elective Degree Credit)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 337</td>
<td>1 MUS 302</td>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>MUS 201 (Gen Ed Global Studies)</td>
<td>3 MUS 336</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Gen Ed Minority Cultures</td>
<td>3 MUS 338</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3 MUS 351</td>
<td>2</td>
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</tr>
<tr>
<td>MUS 335</td>
<td>3 Large or Small Ensemble</td>
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<table>
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<tr>
<th>Year 3</th>
<th>Fall</th>
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<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 301</td>
<td>2 MUA 314</td>
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<tr>
<td>MUA 314 (Elective Degree Credit)</td>
<td>1 Large or Small Ensemble</td>
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<tr>
<td>Large or Small Ensemble</td>
<td>1 MUS 352</td>
<td>2</td>
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<tr>
<td>Minor Course</td>
<td>3 Minor Course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well Being</td>
<td>3 Minor Course</td>
<td>3</td>
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<tr>
<td>SAC Core Elective</td>
<td>3 Gen Ed Elective</td>
<td>3</td>
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<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 MUS 302</td>
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<thead>
<tr>
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<tr>
<td>Minor Course</td>
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<td>MUA 314</td>
<td>1 Minor Course</td>
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<tr>
<td>Gen Ed Elective</td>
<td>3 Gen Ed Elective</td>
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<td></td>
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<tr>
<td>Large or Small Ensemble (Elective Degree Credit)</td>
<td>1 SAC Core Diversity Elective</td>
<td>3</td>
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<tr>
<td>Minor Course</td>
<td>3 MUA 314</td>
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<tr>
<td>SAC Core Course</td>
<td>3 MUA Applied 400 Level (Recital)</td>
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<tr>
<td>MUS 480</td>
<td>2</td>
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</table>

Total Credits: 120-123

At least two courses must be designed as writing emphasis.

1 SAC Core Humanities and Fine Arts Tracks require 102+ level language. SAC Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.
Music Major: Piano Pedagogy - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

Auditions required.

37 credits

Core requirements (25 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 201</td>
<td>Musical Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MUS 202</td>
<td>Music History: 1600-1825</td>
<td>2</td>
</tr>
<tr>
<td>MUS 235</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 236</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 237</td>
<td>Music Reading &amp; Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 238</td>
<td>Music Reading and Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 301</td>
<td>Music History: 1825-1900</td>
<td>2</td>
</tr>
<tr>
<td>MUS 302</td>
<td>Music History: 20th Century</td>
<td>2</td>
</tr>
<tr>
<td>MUS 335</td>
<td>Music Theory III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 336</td>
<td>Music Theory IV</td>
<td>3</td>
</tr>
<tr>
<td>MUS 337</td>
<td>Music Reading &amp; Aural Skills III</td>
<td>1</td>
</tr>
<tr>
<td>MUS 338</td>
<td>Music Reading and Aural Skills IV</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 25

Piano pedagogy emphasis (12 credits)

Applied music: select six credits in applied piano, at least two credits must be taken at the 300 level (MUA 314) and one credit at the 400 level (MUA 471)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 480</td>
<td>Independent Study of Music</td>
<td>2</td>
</tr>
<tr>
<td>MUS 351</td>
<td>Piano Pedagogy I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 352</td>
<td>Piano Pedagogy II: Instructional Strategies</td>
<td>2</td>
</tr>
</tbody>
</table>

Six semesters of participation in ensembles, including 2 semesters of large

Total Credits: 12

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 305)
• Baccalaureate degree requirements (p. 305)

College of Liberal Studies (CLS/SAC)

Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student’s major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or
college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

---

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.
At least two courses must be designed as writing emphasis.

Music Major: Music Theatre Emphasis - Bachelor of Arts (BA)

Major requirements
(All colleges, excluding teacher certification programs)
Auditions required.

37 credits

Core requirements (25 credits)

MUS 201  Musical Cultures  3
MUS 202  Music History: 1600-1825  2
MUS 235  Music Theory I  3
MUS 236  Music Theory II  3
MUS 237  Music Reading & Aural Skills I  1
MUS 238  Music Reading and Aural Skills II  1
MUS 301  Music History: 1825-1900  2
MUS 302  Music History: 20th Century  2
MUS 335  Music Theory III  3
MUS 336  Music Theory IV  3
MUS 337  Music Reading & Aural Skills III  1
MUS 338  Music Reading and Aural Skills IV  1
Successful completion of concert attendance
Total Credits 25

Music theatre emphasis (12 credits)

Students must be accepted into the music major: music theatre emphasis (by audition) before declaring it as a major. Students enrolling in this major must also declare and complete the theatre minor: music theatre emphasis requirements (p. 349).

Applied music: select six credits in applied voice, at least three credits must be taken at the 300 level (MUA 321) and one credit at the 400 level (MUA 471)
MUS 310  The Singer/Actor  3
Music electives: select three credits at the 300 level or above  3
Six semesters of participation in ensembles
Total Credits 12

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 307)
- Baccalaureate degree requirements (p. 308)

College of Liberal Studies (CLS/SAC)

Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English complete:
   Select one of the following:
   - CHI 202  Intermediate Chinese II
   - FRE 202  Intermediate French II
   - GER 202  Intermediate German II
   - RUS 202  Intermediate Russian II
   - SPA 202  Intermediate Spanish II
   - MLG 202  World Languages: Intermediate II
   - MLG 204  Heritage Language: Intermediate
   - MLG 304  Heritage Language: Advanced

Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and
must accomplish the following:

B. Humanities track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:
1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 59).)

7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan
Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/reg) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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<tr>
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<td>Gen Ed/</td>
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<td>(Tap, Ballet,</td>
<td></td>
<td>(Modern,</td>
<td></td>
</tr>
<tr>
<td>Jazz,</td>
<td></td>
<td>or Music</td>
<td></td>
</tr>
<tr>
<td>Modern,</td>
<td></td>
<td>Theatre)</td>
<td></td>
</tr>
<tr>
<td>or Music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large or Small Ensemble</td>
<td>1</td>
<td>MUS 238</td>
<td>1</td>
</tr>
</tbody>
</table>
Music Major: Music Theatre Emphasis - Bachelor of Science (BS)

### Major requirements

(All colleges, excluding teacher certification programs)

Auditions required.

37 credits

#### Core requirements (25 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 201</td>
<td>Musical Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MUS 202</td>
<td>Music History: 1600-1825</td>
<td>2</td>
</tr>
<tr>
<td>MUS 235</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 236</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 237</td>
<td>Music Reading &amp; Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 238</td>
<td>Music Reading and Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 301</td>
<td>Music History: 1825-1900</td>
<td>2</td>
</tr>
<tr>
<td>MUS 302</td>
<td>Music History: 20th Century</td>
<td>2</td>
</tr>
<tr>
<td>MUS 303</td>
<td>Music Theory III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 335</td>
<td>Music Theory IV</td>
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<td>MUS 336</td>
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<td>3</td>
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<tr>
<td>MUS 337</td>
<td>Music Reading &amp; Aural Skills III</td>
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<tr>
<td>MUS 338</td>
<td>Music Reading and Aural Skills IV</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Music theatre emphasis (12 credits)

Students must be accepted into the music major: music theatre emphasis (by audition) before declaring it as a major. Students enrolling in this major must also declare and complete the theatre minor: music theatre emphasis requirements (p. 349).

- Applied music: select six credits in applied voice, at least three credits must be taken at the 300 level (MUA 321) and one credit at the 400 level (MUA 471)
- MUS 310 The Singer/Actor                      | 3       |
- Music electives: select three credits at the 300 level or above | 3       |
- Six semesters of participation in ensembles    |          |

Total Credits: 25

#### Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to
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- General education (p. 59)
- College core (p. 310)
- Baccalaureate degree requirements (p. 310)

College of Liberal Studies (CLS/SAC) Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

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5. Complete major and minor requirements with at least a 2.00 GPA¹ in each major and minor (and concentration or emphasis, if selected).
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<table>
<thead>
<tr>
<th>Year 1</th>
<th>Credits</th>
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<td>MUS 237</td>
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<td>Large or Small Ensemble</td>
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<td>(Tap, Ballet, Jazz, Modern, or Music Theatre)</td>
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<td>MUS 336</td>
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<td>ESS 100 (Tap, Ballet, Jazz, Modern, or Music Theatre)</td>
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<td>MUS 202</td>
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<td>MUS 201 (Gen Ed Global Studies)</td>
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<td>THA 304</td>
<td>3</td>
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<td>THA 221</td>
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<td>SAC Core</td>
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<td></td>
<td></td>
<td>Gen Ed Natural Lab Science</td>
<td></td>
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<tr>
<td>MUA 221 or 321 (MUS Elective)</td>
<td>1</td>
<td>MUS 338</td>
<td>1</td>
</tr>
<tr>
<td>MUS 337</td>
<td>1</td>
<td>ESS 100</td>
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<tr>
<td></td>
<td></td>
<td>(Tap, Ballet, Jazz, Modern, Music Theatre)</td>
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<tr>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
<td>MUA 221 or 321 (MUS Elective)</td>
<td>1</td>
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<tr>
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<td></td>
<td>17</td>
<td>16</td>
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</table>

At least two courses must be designed as writing emphasis.

**Music Education Major: Choral Music Emphasis - Bachelor of Science (BS)**

**Major requirements**

Admission requirements to EC-A teacher certification programs (p. 532)

(Teacher certification program: early childhood-adolescence licensure, EC-A)

Auditions required.

60 credits

**Music education core requirements (25 credits)**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th></th>
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<tbody>
<tr>
<td>MUS 201 Musical Cultures</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MUS 202 Music History: 1600-1825</td>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>MUS 235 Music Theory I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 236 Music Theory II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 237 Music Reading &amp; Aural Skills I</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 238 Music Reading and Aural Skills II</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 301 Music History: 1825-1900</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 302 Music History: 20th Century</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 335 Music Theory III</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 301 Musical Cultures</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 202 Music History: 1600-1825</td>
<td>2</td>
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<tr>
<td>MUS 235 Music Theory I</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MUS 236 Music Theory II</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>MUS 237 Music Reading &amp; Aural Skills I</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MUS 238 Music Reading and Aural Skills II</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MUS 301 Music History: 1825-1900</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 302 Music History: 20th Century</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 335 Music Theory III</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MUS 336  Music Theory IV  3
MUS 337  Music Reading & Aural Skills III  1
MUS 338  Music Reading and Aural Skills IV  1
Successful completion of attendance at 12 concerts per semester for six semesters attendance

Total Credits  25

Choral emphasis (35 credits)

Choral music core
MUS 149  Keyboard Competencies IV  1
MUS 211  Basic Conducting  2
MUS 213  Class Guitar  1
MUS 263  Introduction to Music Technology  1
MUS 318  Advanced Choral Conducting  2
MUS 321  Choral Arranging  2
MUS 322  Choral Techniques  3
MUS 328  Diction in Music  1
MUS 349  Vocal Accompanying  1
MUS 373  Choral Music in the Middle/Senior High School  3

Applied music
Select six credits in applied voice, including at least two at the 300 level and one credit at the 400 level from the following:  6
MUA 221  Applied Voice
MUA 321  Applied Voice
MUA 471  Recital

Large ensembles
Select six credits from the following:  6
MUS 106  Concert Choir I
or MUS 206  Concert Choir II
or MUS 306  Concert Choir III
or MUS 406  Concert Choir IV
MUS 119  MännerChor I
or MUS 219  MännerChor II
or MUS 319  MännerChor III
or MUS 419  MännerChor IV
MUS 123  Women’s Chorus I
or MUS 223  Women’s Chorus II
or MUS 323  Women’s Chorus III
or MUS 423  Women’s Chorus IV
MUS 158  Choral Union I
or MUS 258  Choral Union II
or MUS 358  Choral Union III
or MUS 458  Choral Union IV

Small ensembles
Select two credits from the following:  2
MUS 152  Opera Workshop
MUS 161  Ensembles
MUS 130  Jazz Orchestra I
or MUS 230  Jazz Orchestra II
or MUS 330  Jazz Orchestra III
or MUS 430  Jazz Orchestra IV
MUS 134  Jazz Ensemble I
or MUS 234  Jazz Ensemble II
or MUS 334  Jazz Ensemble III
or MUS 434  Jazz Ensemble IV
MUS 160  Vocal Jazz I
or MUS 260  Vocal Jazz II
or MUS 360  Vocal Jazz III
or MUS 460  Vocal Jazz IV
MUS 162  Chamber Choir I
or MUS 262  Chamber Choir II
or MUS 362  Chamber Choir III
or MUS 462  Chamber Choir IV

Music electives
Select four credits of any MUA or MUS course  4

Total Credits  35

1  two credits must be from MUS 106/MUS 206/MUS 306 MUS 406
   and/or MUS 158/MUS 258/MUS 358/MUS 458.
2  except MUS 105 and MUS 110

Students must complete MUS 149 Keyboard Competencies IV (1 cr.)
with a grade of “B” or higher and successfully complete the recital
requirement (400 level, applied music) prior to student teaching.

Additional teacher education requirements are listed in the School of
Education (p. 527).

Degree requirements

All students must complete the general education, college core (waived
for teacher certification programs), major/minor, and university degree
requirements in order to qualify for a degree. The easiest way to track all
of these requirements is to refer to the Advisement Report (AR) found
in the Student Information System (WINGS) Student Center. All enrolled
students have access to the AR.

1. General education (p. 59)
2. Baccalaureate degree requirements (p. 312)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees
must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum
   Committee for the degree desired in the respective school or
   college. (No substitutions for graduation may be made in course
   requirements for a major or minor after the fourth week of the last
   semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00
   cumulative GPA. At least 40 credits must be earned in 300/400
   (senior college) level courses. Courses earned at the 100/200 level
   that transferred to UWL as 300/400 level courses do not apply to
   this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in
each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required
   for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the “Apply for Graduation”
   link in the WINGS Student Center as soon as the student has
   registered for his or her final semester or summer term in residence.
December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tr>
<td>MUS 235</td>
<td>3 large Ensemble</td>
<td>1</td>
<td></td>
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<tr>
<td>HIS 101 or 102 (Gen Ed World Hist)</td>
<td>3 MUA 221</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 237</td>
<td>1 MUS 238</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUA 221</td>
<td>1 MUS 263</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-oral)</td>
<td>3 Gen Ed Arts</td>
<td>2-3</td>
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<td>Gen Ed Natural Lab Science-Life</td>
<td>4 Gen Ed Math</td>
<td>4</td>
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<tr>
<td>Large Ensemble</td>
<td>1 ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td></td>
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<tr>
<td>MUS 236</td>
<td>3</td>
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16 16

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<td>MUS 335</td>
<td>3 MUS 338</td>
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<tr>
<td>MUS 147</td>
<td>1 EDS 206 (Gen Ed Minority Cultures)</td>
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<td>Gen Ed Arts</td>
<td>2-3 MUS 202</td>
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<td>EDS 203 (Gen Ed Self &amp; Society)</td>
<td>3 PSY 212</td>
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<tr>
<td>Large Ensemble</td>
<td>1 MUA 221 (Music Elective)</td>
<td>1</td>
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<tr>
<td>MUS 337</td>
<td>1 MUS 148</td>
<td>1</td>
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<td>MUA 221 (Music Elective)</td>
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<td>MUS 201 (Gen Ed Global Studies)</td>
<td>3 Large Ensemble</td>
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<td></td>
<td>MUS 336</td>
<td>3</td>
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Total Credits: 141

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<tr>
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<th>Credits</th>
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<tr>
<td>MUA 321</td>
<td>1 MUS 321 (Music Elective)</td>
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<tr>
<td>EDS 309</td>
<td>2 POL 101 or 102 (Gen Ed Self &amp; Society)</td>
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<tr>
<td>MUS 211</td>
<td>2 MUS 318</td>
<td>2</td>
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<tr>
<td>PSY 370</td>
<td>3 MUS 302</td>
<td>2</td>
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<tr>
<td>MUS 373</td>
<td>3 Gen Ed Hum-Lit</td>
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<td>MUS 249</td>
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<td>EDS 319</td>
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18 17

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<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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<tbody>
<tr>
<td>MUA 321</td>
<td>1 MUS 328</td>
<td>1</td>
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<tr>
<td>Gen Ed Lang/Logical Systems</td>
<td>3-4 MUA 321</td>
<td>1</td>
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<tr>
<td>MUS 321</td>
<td>2 EDS 450</td>
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<td>EDS 351</td>
<td>4 MUA 471</td>
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<td>Large Ensemble (MUS Elective)</td>
<td>1 Large Ensemble (Elective Degree Credit)</td>
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<tr>
<td>SPE 401</td>
<td>3 MUS 322</td>
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<td>MUS 213</td>
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<tr>
<td>Gen Ed Health &amp; Well-Being</td>
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15 13

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<tr>
<th>Additional Year</th>
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<td>EDS 492</td>
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<tr>
<td>EDS 494</td>
<td>11</td>
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</table>

12

Total Credits: 141
Two of the large ensembles must be from Concert Choir (MUS 106/206/306/406) and/or Choral Union (MUS 158/258/358/458).

1 Prerequisite: MUS 148 or consent of instructor. Offered Spring - Odd Numbered Years

2 Students need 40 earned credits, passing basic skills test scores, and a 2.75 GPA. More information can be found on EC-A Admissions (http://www.uwlax.edu/Educational-Studies/EC-A-admission) website.

3 See the Office of Field Experience (http://www.uwlax.edu/SOE/For-teacher-candidates) for details about applying to student teaching.

Music Education Major: General Music Emphasis - Bachelor of Science (BS)

Major requirements

Admission requirements to EC-A teacher certification programs (p. 532)

(Teacher certification program: early childhood-adolescence licensure, EC-A)

Auditions required.

60 credits

Music education core requirements (25 credits)

MUS 201 Musical Cultures 3
MUS 202 Music History: 1600-1825 2
MUS 235 Music Theory I 3
MUS 236 Music Theory II 3
MUS 237 Music Reading & Aural Skills I 1
MUS 238 Music Reading and Aural Skills II 1
MUS 301 Music History: 1825-1900 2
MUS 302 Music History: 20th Century 2
MUS 335 Music Theory III 3
MUS 336 Music Theory IV 3
MUS 337 Music Reading & Aural Skills III 1
MUS 338 Music Reading and Aural Skills IV 1

Successful completion of attendance at 12 concerts per semester for six semesters attendance

Total Credits 25

General music emphasis (35 credits)

General music core

MUS 149 Keyboard Competencies IV 1
MUS 211 Basic Conducting 2
MUS 213 Class Guitar 1
MUS 263 Introduction to Music Technology 1
MUS 321 Choral Arranging 2
MUS 322 Choral Techniques 3
MUS 328 Diction in Music 1
MUS 371 Methods and Materials in Elementary School Music 3

Applied music

Select one of the following options: 6-8

OPTION I: Applied music (for voice) option (6 credits of applied voice, at least 2 credits must be 300 level):

MUA 221 Applied Voice
MUA 321 Applied Voice

OPTION II: Applied music (for instruments, 6 credits in one instrument PLUS 2 credits in applied voice) option:

Select at least two credits at the 300 level

Private piano or vocal accompanying

MUA 314 Applied Piano 1
or MUS 349 Vocal Accompanying

Large ensembles

Select six credits from the following: 6

MUS 100 Screaming Eagles Marching Band I
or MUS 200 Screaming Eagles Marching Band II
or MUS 300 Screaming Eagles Marching Band III
or MUS 400 Screaming Eagles Marching Band IV
MUS 106 Concert Choir I
or MUS 206 Concert Choir II
or MUS 306 Concert Choir III
or MUS 406 Concert Choir IV
MUS 156 Orchestra I
or MUS 256 Orchestra II
or MUS 356 Orchestra III
or MUS 456 Orchestra IV
MUS 119 MännerChor I
or MUS 219 MännerChor II
or MUS 319 MännerChor III
or MUS 419 MännerChor IV
MUS 123 Women’s Chorus I
or MUS 223 Women’s Chorus II
or MUS 323 Women’s Chorus III
or MUS 423 Women’s Chorus IV
MUS 140 Wind Symphony I
or MUS 240 Wind Symphony II
or MUS 340 Wind Symphony III
or MUS 440 Wind Symphony IV
MUS 158 Choral Union I
or MUS 258 Choral Union II
or MUS 358 Choral Union III
or MUS 458 Choral Union IV

Small ensembles

Select two credits of the following: 2

MUS 152 Opera Workshop
MUS 161 Ensembles
MUS 130 Jazz Orchestra I
or MUS 230 Jazz Orchestra II
or MUS 330 Jazz Orchestra III
or MUS 430 Jazz Orchestra IV
MUS 134 Jazz Ensemble I
or MUS 234 Jazz Ensemble II
or MUS 334 Jazz Ensemble III
must accomplish the following:

Candidates for the Bachelor of Arts or the Bachelor of Science degrees

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 525).
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence.

December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

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Sample degree plan

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General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

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<tr>
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<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
<td>3</td>
<td>MUS 238</td>
<td>1</td>
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<tr>
<td>Gen Ed Arts</td>
<td>3</td>
<td>MUS 263</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 160</td>
<td>1</td>
<td>MUS 221 or MUS 200 Level Instrument or Both</td>
<td>1</td>
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<tr>
<td>MUS 235</td>
<td>3</td>
<td>Gen Ed Health &amp; Well Being</td>
<td>3</td>
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</tr>
</tbody>
</table>

1. except MUS 105 and MUS 110.

Students must complete MUS 149 Keyboard Competencies IV (1 cr.) with a grade of "B" or higher prior to student teaching.

Additional teacher education requirements are listed in the School (p. 534) of Education (p. 527).

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 525).
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence.

December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cprod/?cmd=login&amp;LanguageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
<td>3</td>
<td>MUS 238</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>3</td>
<td>MUS 263</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 160</td>
<td>1</td>
<td>MUS 221 or MUS 200 Level Instrument or Both</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 235</td>
<td>3</td>
<td>Gen Ed Health &amp; Well Being</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
### Music Education Major: Instrumental Music Emphasis - Bachelor of Science (BS)

#### Major requirements

Admission requirements to EC-A teacher certification programs (p. 532)

(Teacher certification program: early childhood-adolescence licensure, EC-A)

Auditions required.

60 credits

#### Music education core requirements (25 credits)

- **MUS 201** Musical Cultures 3
- **MUS 202** Music History: 1600-1825 2
- **MUS 235** Music Theory I 3
- **MUS 236** Music Theory II 3
- **MUS 237** Music Reading & Aural Skills I 1
- **MUS 238** Music Reading and Aural Skills II 1
- **MUS 301** Music History: 1825-1900 2
- **MUS 302** Music History: 20th Century 2
- **MUS 335** Music Theory III 3
- **MUS 336** Music Theory IV 3
- **MUS 337** Music Reading and Aural Skills III 1
- **MUS 338** Music Reading and Aural Skills IV 1

Successful completion of attendance at 12 concerts per semester for six semesters attendance

**Total Credits:** 25

#### Instrumental emphasis (35 credits)

**Instrumental music core requirements**

- **MUS 149** Keyboard Competencies IV 1
- **MUS 211** Basic Conducting 2
- **MUS 263** Introduction to Music Technology 1
- **MUS 316** Advanced Instrumental Conducting 2
- **MUS 320** Orchestration 2
- **MUS 374** Instrumental Music in the Schools 3

**Applied music**

Select six credits in one instrument, including at least two at the 300 level and one credit at the 400 level

**Large ensembles**

Select six credits from the following:

- **MUS 100** Screaming Eagles Marching Band I 6

**Total Credits:** 35

---

1. Prerequisite: MUS 148 or consent of instructor. Offered Spring - Odd Numbered Years
2. Students need 40 earned credits, passing basic skills test scores, and a 2.75 GPA. More information can be found on the EC-A Admissions (http://www.uwlax.edu/Educational-Studies/EC-A-admission) website.
3. See the Office of Field Experience (http://www.uwlax.edu/SOE/For-teacher-candidates) for details about applying to student teaching.

---

**Music Education Major: Instrumental Music Emphasis - Bachelor of Science (BS)**

#### Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
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<td>1</td>
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<td>MUS 147</td>
<td>1</td>
<td>MUA 221 (or MUA 200 Instrument)</td>
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</tr>
<tr>
<td>EDS 203 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td>MUS 328</td>
<td>1</td>
</tr>
<tr>
<td>MUA 221 (or MUA 200 Instrument)</td>
<td>1</td>
<td>MUS 336</td>
<td>3</td>
</tr>
<tr>
<td>MUS 201 (Gen Ed Global Studies)</td>
<td>3</td>
<td>MUS 148</td>
<td>1</td>
</tr>
<tr>
<td>MUS 337</td>
<td>1</td>
<td>MUS 338</td>
<td>1</td>
</tr>
<tr>
<td>MUS 146</td>
<td>1</td>
<td>EDS 206 (Gen Ed Minority Cultures)</td>
<td>3</td>
</tr>
<tr>
<td>MUS Elective (Voice only)</td>
<td>2</td>
<td>Large Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>Large Ensemble</td>
<td>1</td>
<td>PSY 212</td>
<td>3</td>
</tr>
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<td>MUS 202</td>
<td>2</td>
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#### Year 3

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<tbody>
<tr>
<td>PSY 370</td>
<td>3</td>
<td>Gen Ed Natural Lab Science - Physical</td>
<td>4</td>
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<tr>
<td>MUS 249</td>
<td>1</td>
<td>Large Ensemble</td>
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</tr>
<tr>
<td>MUA 321 (or MUA 300 Instrument)</td>
<td>1</td>
<td>Small Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>POL 101 or 102 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td>MUA 321 (or MUA 300 Instrument)</td>
<td>1</td>
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<tr>
<td>Large Ensemble</td>
<td>1</td>
<td>MUS 349</td>
<td>1</td>
</tr>
<tr>
<td>MUS 211</td>
<td>2</td>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
</tr>
<tr>
<td>MUS 301</td>
<td>2</td>
<td>MUS 302</td>
<td>2</td>
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<tr>
<td>Small Ensemble</td>
<td>1</td>
<td>EDS 309</td>
<td>2</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2</td>
<td>EDS 319</td>
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<tr>
<td><strong>Total Credits:</strong> 17</td>
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#### Year 4

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<tr>
<td>SPE 401</td>
<td>3</td>
<td>Elective (if needed)</td>
<td>2-3</td>
</tr>
<tr>
<td>MUS 371</td>
<td>3</td>
<td>EDS 450</td>
<td>2</td>
</tr>
<tr>
<td>EDS 351</td>
<td>4</td>
<td>MUS 322</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Lang/Logical Systems</td>
<td>3</td>
<td>MUS 213</td>
<td>1</td>
</tr>
<tr>
<td>MUS 321</td>
<td>2</td>
<td>MUS 372</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Natural Lab Science-Life</td>
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<td><strong>Total Credits:</strong> 25</td>
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**Additional year**

<table>
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<tr>
<th>Fall</th>
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<tbody>
<tr>
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<tr>
<td>EDS 494</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total Credits:</strong> 12</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 139-142
Students must complete MUS 149 Keyboard Competencies IV (1 cr.) with a grade of "B" or higher and successfully complete the recital requirement (400 level, applied music) prior to student teaching.

Additional teacher education requirements are listed on in the School of Education (p. 527).

**Degree requirements**

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 317)

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence.

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**Sample degree plan**

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The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

**This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.**

### Year 1

<table>
<thead>
<tr>
<th>Credits</th>
<th>Spring</th>
<th>Fall</th>
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<tbody>
<tr>
<td>1</td>
<td>MUA Applied 200 Level</td>
<td>Large Ensemble</td>
</tr>
<tr>
<td>4</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>Gen Ed Math</td>
</tr>
<tr>
<td>1</td>
<td>MUS 237</td>
<td>HIS 101 or 102 (Gen Ed World Hist)</td>
</tr>
<tr>
<td>3</td>
<td>MUA Applied 200 Level</td>
<td>CIST 110 (Gen Ed Literacy-Oral)</td>
</tr>
<tr>
<td>1</td>
<td>MUS 235</td>
<td>MUS 301</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Arts 2-3</td>
<td>MUA Applied 300 Level</td>
</tr>
<tr>
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<td></td>
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<td>16</td>
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### Year 2

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<tbody>
<tr>
<td>1</td>
<td>MUS 201 (Gen Ed Global Studies)</td>
<td>3 Large Ensemble</td>
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<tr>
<td>4</td>
<td>MUA Applied 200 Level (MUS Elective)</td>
<td>MUS 147</td>
</tr>
<tr>
<td>3</td>
<td>1 EDS 205 (Gen Ed Minority Cultures)</td>
<td>MUS 335</td>
</tr>
<tr>
<td>3</td>
<td>3 MUS 148</td>
<td>EDS 203 (Gen Ed Self &amp; Society)</td>
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<tr>
<td>2</td>
<td>1 MUS 202</td>
<td>Large Ensemble</td>
</tr>
<tr>
<td>1</td>
<td>1 MUA Applied 200 Level (E elective Credit)</td>
<td>MUS 146</td>
</tr>
<tr>
<td></td>
<td>MUS 337</td>
<td>Small Ensemble</td>
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<tr>
<td></td>
<td>1 EDS 319</td>
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### Year 3

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<tr>
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<table>
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<th>Credits</th>
<th>Spring</th>
<th>Fall</th>
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<tbody>
<tr>
<td>1</td>
<td>MUS 149</td>
<td>Apply to EC-A Program</td>
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### Year 4

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<th>Fall</th>
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<table>
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<th>Credits</th>
<th>Spring</th>
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<tbody>
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<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>MUS 228</td>
<td>MUA Applied 300 Level</td>
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<tr>
<td>1</td>
<td>MUA Applied 300 Level</td>
<td>MUS 316</td>
</tr>
<tr>
<td>3</td>
<td>Gen Ed Health &amp; Well-Being</td>
<td>SPE 401</td>
</tr>
<tr>
<td>2</td>
<td>MUS 227</td>
<td>MUS 301</td>
</tr>
<tr>
<td>2</td>
<td>2 MUS 214</td>
<td>EDS 351</td>
</tr>
<tr>
<td>4</td>
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<td>Large Ensemble (E elective Credit)</td>
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### Additional year

<table>
<thead>
<tr>
<th>Credits</th>
<th>Spring</th>
<th>Fall</th>
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<th>Fall</th>
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<tbody>
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<td>18</td>
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<th>Credits</th>
<th>Spring</th>
<th>Fall</th>
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<tr>
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<td>EDS 492</td>
<td>EDS 494</td>
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<th>Credits</th>
<th>Spring</th>
<th>Fall</th>
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<tbody>
<tr>
<td>12</td>
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</tbody>
</table>

1. Prerequisite: MUS 148 or consent of instructor. Offered Spring - Odd Numbered Years
2. Excluding major instrument.
3. Students need 40 earned credits, passing basic skills test scores, and a 2.75 GPA. More information can be found on the EC-A Admissions (http://www.uwlax.edu/Educational-Studies/EC-A-admission) website.
4. See the Office of Field Experience (http://www.uwlax.edu/SOE/Forex-teacher-candidates) for details about applying to student teaching.
Music Minor

(All colleges - auditions required)

25 credits (teaching certification is not granted for minor only)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MUS 201</td>
<td>Musical Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MUS 202</td>
<td>Music History: 1600-1825</td>
<td>2</td>
</tr>
<tr>
<td>MUS 235</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 236</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 237</td>
<td>Music Reading &amp; Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 238</td>
<td>Music Reading and Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 301</td>
<td>Music History: 1825-1900</td>
<td>2</td>
</tr>
<tr>
<td>MUS 302</td>
<td>Music History: 20th Century</td>
<td>2</td>
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<tr>
<td></td>
<td>Applied music: select four credits in voice or one instrument</td>
<td>4</td>
</tr>
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<td></td>
<td>Electives: select four credits in MUA or MUS</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Four semesters of participation in large ensembles</td>
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Total Credits: 25

Music Minor - Music Theatre Emphasis

Students must be accepted into the music minor: music theatre emphasis (by audition) before declaring it as a minor. Students enrolling in this minor must also declare and complete the theatre major: music theatre emphasis requirements.

18 credits

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<tbody>
<tr>
<td>MUS 235</td>
<td>Music Theory I</td>
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<tr>
<td>MUS 236</td>
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<td>MUS 237</td>
<td>Music Reading &amp; Aural Skills I</td>
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<td>MUS 238</td>
<td>Music Reading and Aural Skills II</td>
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<tr>
<td>MUS/THA 304</td>
<td>History of Music Theatre</td>
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</tr>
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<td></td>
<td>Applied music: voice</td>
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<tr>
<td></td>
<td>Ensemble participation</td>
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</tr>
</tbody>
</table>

Total Credits: 18

Four semesters of participation in ensembles, at least three of which will be for credit.

Department Chair: Joseph Anderson
158 Center for the Arts; 608.785.6707
Email: janderson@uwlaus.edu

Department ADA: Krista Shulka
154 Center for the Arts; 608.785.6701

Theatre arts curriculum allows concentrations in six distinct areas of study: general theatre studies, design/technical, performance, music theatre, stage management and arts administration. Students at UW-La Crosse can choose to major in one theatre emphasis area while minoring in another thus enhancing their educational opportunities and professional marketability.

One-on-one contact with our teaching faculty is emphasized and students are guaranteed a degree of personal attention rarely available in programs that accept higher numbers of students. In addition to its full-time faculty, the department frequently brings guest artists to campus from professional and educational theatre. The atmosphere within the Department of Theatre Arts is supportive, positive, collaborative and artistically stimulating. Students are involved in theatre productions each year as backstage crew, technicians, designers, stage managers, performers, and front of house staff. Participation in theatre productions is open to all UW-La Crosse students regardless of their major.

The performance stage is the natural extension of the classroom experience. Students receive a tremendous amount of hands-on experience through classroom projects and realized productions. The UW-La Crosse Department of Theatre Arts produces six performances each academic year allowing students to demonstrate, refine and expand the skills they’ve learned in the classroom. Additional production work is available through classroom projects, senior recitals and designs, undergraduate research grant-funded productions, and other student laboratory productions.

- Students enrolling in a theatre major must complete the theatre arts major core requirements and one area of emphasis.
- Students enrolling in the theatre arts minor must select an area of emphasis.

General education writing emphasis

This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor
Joseph Anderson
Mary Leonard Anderson
Ruthann Benson
M. Beth Cherne

Associate Professor
Laurie Kincman
Ronald Stoffregen
Theatre Arts Major: Arts Administration Emphasis - Bachelor of Arts (BA)

Assistant Professor
Walter Elder
Amanda Kolbe

Associate Lecturer
Yvonne Michelle Collyar
Ben Golden
Kathryn Moran
Megan Morey

Administrative Support
Krista Shulka

Majors
• Theatre arts major: arts administration emphasis - BA (p. 320)
• Theatre arts major: arts administration emphasis - BS (p. 322)
• Theatre arts major: design/technical emphasis - BA (p. 324)
• Theatre arts major: design/technical emphasis - BS (p. 327)
• Theatre arts major: general emphasis - BA (p. 329)
• Theatre arts major: general emphasis - BS (p. 332)
• Theatre arts major: music theatre emphasis - BA (p. 334)
• Theatre arts major: music theatre emphasis - BS (p. 336)
• Theatre arts major: performance emphasis - BA (p. 338)
• Theatre arts major: performance emphasis - BS (p. 341)
• Theatre arts major: stage management emphasis - BA (p. 343)
• Theatre arts major: stage management emphasis - BS (p. 345)

Minors
• Theatre arts minor: arts administration emphasis (p. 348)
• Theatre arts minor: design/technical emphasis (p. 348)
• Theatre arts minor: general emphasis (p. 348)
• Theatre arts minor: music theatre emphasis (p. 349)
• Theatre arts minor: performance emphasis (p. 349)
• Theatre arts minor: stage management emphasis (p. 349)

Theatre Arts Major: Arts Administration Emphasis - Bachelor of Arts (BA)

Major requirements
(All colleges, excluding teacher certification programs)

Students enrolling in a theatre major must complete the theatre arts major core requirements and one area of emphasis.

Core requirements (21 credits)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THA 210</td>
<td>Foundations of Theatrical Production</td>
<td>3</td>
</tr>
<tr>
<td>THA 220</td>
<td>Acting I: Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THA 231</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THA 250</td>
<td>Theatre Studies I: Origins to the Middle Ages</td>
<td>3</td>
</tr>
</tbody>
</table>

TAH 251    Theatre Studies II: Renaissance Thru Mid 19th Century    3
THA 350    Theatre Studies III: Realism to the Present    3
THA 490    Capstone Project in Theatre Arts    3

Total Credits    21

THA 260 required first semester first year. THA 360 required every semester after first semester first year, except when completing THA 490.

Arts administration emphasis (18 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 376</td>
<td>Economics of Art and Entertainment</td>
<td>3</td>
</tr>
<tr>
<td>THA 472</td>
<td>Theatre Management</td>
<td>3</td>
</tr>
<tr>
<td>THA 474</td>
<td>Advanced Studies in Arts Administration</td>
<td>3</td>
</tr>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>MKT 309</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>or CST 360</td>
<td>Public Relations</td>
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Select three credits of the following:

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<tr>
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<tr>
<td>THA 290</td>
<td>Stage Management for the Arts</td>
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<td>THA 450</td>
<td>Internship in Theatre Arts</td>
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<tr>
<td>THA 470</td>
<td>Symposium in Theatre Arts</td>
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<td>THA 481</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>THA 482</td>
<td>Special Topics Theatre Arts</td>
<td>3</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Accounting Principles I</td>
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</table>

Total Credits    18

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 320)
• Baccalaureate degree requirements (p. 321)

College of Liberal Studies (CLS/SAC)
Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics-Colleges_Schools/CLS/CLS%20Sac%20BA%20BS%20Core%20Course%20List%20Updated%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track
   1. Native speakers of English complete: Select one of the following:
      - CHI 202 Intermediate Chinese II
      - FRE 202 Intermediate French II
      - GER 202 Intermediate German II
      - RUS 202 Intermediate Russian II
      - SPA 202 Intermediate Spanish II
      - MLG 202 World Languages: Intermediate II
      - MLG 204 Heritage Language: Intermediate
      - MLG 304 Heritage Language: Advanced

   Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and
   2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.

B. Humanities track
   1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
   2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and
   3. One additional course in social sciences or fine arts.

C. Fine arts track
   1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
   2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
   3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course
The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student's program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

*This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.*

---

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THA 210</td>
<td>3</td>
<td>THA 220</td>
<td>3</td>
</tr>
<tr>
<td>THA 260</td>
<td>1</td>
<td>THA 360</td>
<td>1</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy Written)</td>
<td>3</td>
</tr>
<tr>
<td>THA 110 (Gen Ed Arts)</td>
<td>2</td>
<td>ECO 110 (Gen Ed Self &amp; Society)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>3-4</td>
<td>Gen Ed: SAC Core Language 1</td>
<td></td>
</tr>
<tr>
<td>SAC Core Course</td>
<td>3</td>
<td>Gen Ed Arts (not from THA)</td>
<td>2</td>
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</table>

| Total Credits       | 16      | 15     |

---

### Year 2

<table>
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<th>Fall</th>
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<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 360</td>
<td>1</td>
<td>THA 360</td>
<td>1</td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>THA 231</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>THA 376 (Gen Ed Elective)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Credits       | 14      | 16     |

---

### Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
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<td>THA 360</td>
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<td>THA 360</td>
<td>1</td>
</tr>
<tr>
<td>MKT 309 or CST 360</td>
<td>3</td>
<td>THA 251</td>
<td>3</td>
</tr>
<tr>
<td>THA 376</td>
<td>3</td>
<td>Economics of Art and Entertainment</td>
<td>3</td>
</tr>
<tr>
<td>THA 472</td>
<td>3</td>
<td>Theatre Management</td>
<td>3</td>
</tr>
</tbody>
</table>

---

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

1. SAC Core Humanities and Fine Arts Tracks require 102+ level language. SAC Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

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**Theatre Arts Major: Arts Administration Emphasis - Bachelor of Science (BS)**

**Major requirements**

(All colleges, excluding teacher certification programs)

Students enrolling in a theatre major must complete the theatre arts major core requirements and one area of emphasis.

**Core requirements (21 credits)**

| THA 210 | Foundations of Theatrical Production | 3 |
| THA 220 | Acting I: Fundamentals | 3 |
| THA 231 | Stagecraft | 3 |
| THA 250 | Theatre Studies I: Origins to the Middle Ages | 3 |
| THA 251 | Theatre Studies II: Renaissance Thru Mid 19th Century | 3 |
| THA 350 | Theatre Studies III: Realism to the Present | 3 |
| THA 490 | Capstone Project in Theatre Arts | 3 |

| Total Credits       | 21     |

THA 260 required first semester first year. THA 360 required every semester after first semester first year, except when completing THA 490.

**Arts administration emphasis (18 credits)**

| THA 376 | Economics of Art and Entertainment | 3 |
| THA 472 | Theatre Management | 3 |
the department of the student’s major as follows:

Bachelor of Science students complete four courses outside the core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet this requirement nor do courses from two-year schools.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (second major) outside the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Degree requirements

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• General education (p. 59)
• College core (p. 323)
• Baccalaureate degree requirements (p. 323)

College of Liberal Studies (CLS/SAC)
Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
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5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
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Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student’s major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (second major) outside the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

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1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

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<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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<td>THA 360</td>
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<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
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<tr>
<td>SAC Core Course</td>
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</tr>
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<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>THA 231</td>
<td>3</td>
<td></td>
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<td>Minor Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
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<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>THA 376 (Gen Ed Elective)</td>
<td>3</td>
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<tr>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
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<td>THA 251</td>
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<td>MKT 309 or CST 360</td>
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<td>SAC Core</td>
<td>4</td>
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<td>Minor Course</td>
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<td>THA 472 or 474</td>
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<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>15</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Administration Elective (see list)</td>
<td>3</td>
<td>THA 490</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 360</td>
<td>1</td>
<td>THA 472 or 474</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>SAC Core Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 350</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>University Elective</td>
<td>4</td>
<td>THA 351 (Gen Ed Global Studies)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 120

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

Theatre Arts Major: Design/Technical Emphasis - Bachelor of Arts (BA)

Major requirements

(All colleges, excluding teacher certification programs)

Students enrolling in a theatre major must complete the theatre arts major core requirements and one area of emphasis.

Core requirements (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 210</td>
<td>Foundations of Theatrical Production</td>
<td>3</td>
</tr>
<tr>
<td>THA 220</td>
<td>Acting I: Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THA 231</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THA 250</td>
<td>Theatre Studies I: Origins to the Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>THA 251</td>
<td>Theatre Studies II: Renaissance Thru Mid 19th Century</td>
<td>3</td>
</tr>
<tr>
<td>THA 350</td>
<td>Theatre Studies III: Realism to the Present</td>
<td>3</td>
</tr>
<tr>
<td>THA 490</td>
<td>Capstone Project in Theatre Arts</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THA 260 required first semester first year. THA 360 required every semester after first semester first year, except when completing THA 490.
**Design/technical emphasis (18 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 240</td>
<td>Rendering for Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 15 credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 130</td>
<td>Multicultural U.S. Plays: Acting the Text</td>
<td></td>
</tr>
<tr>
<td>THA 201</td>
<td>Dramatic Literature and Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>THA 232</td>
<td>Costume Crafts</td>
<td></td>
</tr>
<tr>
<td>THA 241</td>
<td>Stage Makeup</td>
<td></td>
</tr>
<tr>
<td>THA 290</td>
<td>Stage Management for the Arts</td>
<td></td>
</tr>
<tr>
<td>THA 330</td>
<td>Scene Painting</td>
<td></td>
</tr>
<tr>
<td>THA 331</td>
<td>Theatre Technology</td>
<td></td>
</tr>
<tr>
<td>THA 340</td>
<td>Scenery Design</td>
<td></td>
</tr>
<tr>
<td>THA 341</td>
<td>Lighting Design</td>
<td></td>
</tr>
<tr>
<td>THA 342</td>
<td>Sound Design and Engineering</td>
<td></td>
</tr>
<tr>
<td>THA 351</td>
<td>World Theatre</td>
<td></td>
</tr>
<tr>
<td>THA 420</td>
<td>Directing</td>
<td></td>
</tr>
<tr>
<td>THA 421</td>
<td>Performance Studio</td>
<td></td>
</tr>
<tr>
<td>THA 440</td>
<td>Costume Design/History</td>
<td></td>
</tr>
<tr>
<td>THA 450</td>
<td>Internship in Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>THA 470</td>
<td>Symposium in Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>THA 472</td>
<td>Theatre Management</td>
<td></td>
</tr>
<tr>
<td>THA 481</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>THA 482</td>
<td>Special Topics Theatre Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 18

**Degree requirements**

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 325)
- Baccalaureate degree requirements (p. 326)

**College of Liberal Studies (CLS/SAC)**

**Bachelor of Arts core requirements**

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

**A. Language track**

1. **Native speakers of English** complete:
   - Select one of the following:
     - CHI 202 Intermediate Chinese II
     - FRE 202 Intermediate French II
     - GER 202 Intermediate German II
     - RUS 202 Intermediate Russian II
     - SPA 202 Intermediate Spanish II
     - MLG 202 World Languages: Intermediate II
     - MLG 204 Heritage Language: Intermediate
     - MLG 304 Heritage Language: Advanced

2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.

**B. Humanities track**

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

**C. Fine arts track**

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or

3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>THA 210</td>
<td>3</td>
<td>THA 220</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>THA 260</td>
<td>1</td>
<td>THA 360</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4</td>
<td>102+ Level Gen Ed/ SAC Core Language</td>
<td>3-4</td>
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</tr>
<tr>
<td>SAC Core Course</td>
<td>3</td>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gen Ed Arts (not from THA)</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
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<table>
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<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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<td></td>
<td>THA 360</td>
<td>1</td>
<td>THA 360</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>THA 231</td>
<td>3</td>
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<td></td>
<td>Minor Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
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<td></td>
<td>Gen Ed Natural Lab Science</td>
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<td>THA 376 (Gen Ed Elective)</td>
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<td></td>
<td>THA 240</td>
<td>3</td>
<td>Gen Ed Hum-Lit</td>
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<tr>
<td></td>
<td></td>
<td>14</td>
<td>Gen Ed Elective</td>
<td>3</td>
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<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>THA 360</td>
<td>1</td>
<td>THA 360</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>SAC Core Course</td>
<td>3</td>
<td>THA 251</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Theatre Design/Technical 300/400 Level Elective (see list)</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Minor Course</td>
<td>3</td>
<td>THA 130 (Gen Ed Elective &amp; Theatre Design/ Technical Elective (see list))</td>
<td>3</td>
</tr>
</tbody>
</table>
### Theatre Arts Major: Design/Technical Emphasis - Bachelor of Science (BS)

#### Major requirements

(All colleges, excluding teacher certification programs)

Students enrolling in a theatre major must complete the theatre arts major core requirements and one area of emphasis.

#### Core requirements (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 210</td>
<td>Foundations of Theatrical Production</td>
<td>3</td>
</tr>
<tr>
<td>THA 220</td>
<td>Acting I: Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THA 231</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THA 250</td>
<td>Theatre Studies I: Origins to the Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>THA 251</td>
<td>Theatre Studies II: Renaissance Thru Mid 19th Century</td>
<td>3</td>
</tr>
<tr>
<td>THA 350</td>
<td>Theatre Studies III: Realism to the Present</td>
<td>3</td>
</tr>
<tr>
<td>THA 490</td>
<td>Capstone Project in Theatre Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 21

THA 260 required first semester first year. THA 360 required every semester after first semester first year, except when completing THA 490.

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### Design/technical emphasis (18 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 240</td>
<td>Rendering for Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THA 250</td>
<td>3 University 300/400 Level Elective</td>
<td>2</td>
</tr>
<tr>
<td>Minor Course</td>
<td>3 THA 110 (Gen Ed Arts)</td>
<td>2</td>
</tr>
</tbody>
</table>

Year 4

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 360</td>
<td>Theatre Design/Technical 300/400</td>
<td>1</td>
<td>THA 490</td>
</tr>
<tr>
<td>Theatre Design/Technical 300/400 Level Elective (see list)</td>
<td>3</td>
<td>SAC Core Diversity Elective</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>3 Theatre Design/Technical 300/400 Level Elective (see list)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 350</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>University 300/400 Level Elective</td>
<td>3</td>
<td>THA 351 (Gen Ed Global Studies &amp; Theatre Design/Technical Elective)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 18

---

### Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 327)
- Baccalaureate degree requirements (p. 328)

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### College of Liberal Studies (CLS/SAC)

**Bachelor of Science core requirements**

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
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6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/
Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 9) for details.)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.
8. Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

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Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/reg/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/pssp/cprod?cmd=login&languageCd=ENG&...) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.
Theatre Arts Major: General Emphasis - Bachelor of Arts (BA)

Major requirements
(All colleges, excluding teacher certification programs)

Students enrolling in a theatre major must complete the theatre arts major core requirements and one area of emphasis.

Core requirements (21 credits)

THA 210 Foundations of Theatrical Production 3
THA 220 Acting I: Fundamentals 3
THA 231 Stagecraft 3
THA 250 Theatre Studies I: Origins to the Middle Ages 3
THA 251 Theatre Studies II: Renaissance Thru Mid 19th Century 3
THA 350 Theatre Studies III: Realism to the Present 3
THA 490 Capstone Project in Theatre Arts 3

Total Credits 21

THA 260 required first semester first year. THA 360 required every semester after first semester first year, except when completing THA 490.

General emphasis (18 credits)

Select nine credits of the performance area and nine credits of the design/technical area:

THA 130 Multicultural U.S. Plays: Acting the Text
THA 201 Dramatic Literature and Theatre Arts
THA 221 Movement for the Stage
THA 222 Voice and Diction for the Stage
THA 232 Costume Crafts
THA 240 Rendering for Theatre
THA 241 Stage Makeup
THA 290 Stage Management for the Arts
THA 310 The Singer/Actor
THA 320 Acting II: Characterization
THA 321 Acting III: Styles
THA 330 Scene Painting
THA 331 Theatre Technology
THA 340 Scenery Design
THA 341 Lighting Design
THA 342 Sound Design and Engineering
THA 351 World Theatre
THA 420 Directing
THA 421 Performance Studio
THA 422 Acting IV: Audition Techniques
THA 440 Costume Design/History
THA 450 Internship in Theatre Arts
THA 470 Symposium in Theatre Arts
THA 471 Playwriting
THA 472 Theatre Management
THA 474 Advanced Studies in Arts Administration
THA 481 Independent Study

Total Credits: 120

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.
Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 330)
- Baccalaureate degree requirements (p. 330)

College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC/BA%20BS%20Core%20Course%20List%20Updated%20%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English: complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate

   Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university's English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and
2. Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student's major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student's major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400...
(senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA\(^1\) in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 2).)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

\(^1\) Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&) and work closely with their faculty advisor(s) and college dean's office to ensure declaration of their major and completion of all requirements in a timely manner.

**General Education Program**
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student's program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

*This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.*

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 210</td>
<td>3</td>
<td>THA 220</td>
<td>3</td>
</tr>
<tr>
<td>THA 260</td>
<td>1</td>
<td>THA 360</td>
<td>1</td>
</tr>
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### Year 2

<table>
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<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tr>
<td>THA 360</td>
<td>1</td>
<td>THA 360</td>
<td>1</td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>THA 231</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
<td>THA 376</td>
<td>3</td>
</tr>
<tr>
<td>Theatre Performance Elective (see list)</td>
<td>3</td>
<td>Gen Ed Hum Lit</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
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### Year 3

<table>
<thead>
<tr>
<th>Fall</th>
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<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 360</td>
<td>1</td>
<td>THA 360</td>
<td>1</td>
</tr>
<tr>
<td>SAC Core Course</td>
<td>3</td>
<td>THA 251</td>
<td>3</td>
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<tr>
<td>Theatre Performance Elective (see list)</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>THA 130</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>University 300/400 Level Elective</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Arts (not from THA)</td>
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### Year 4

<table>
<thead>
<tr>
<th>Fall</th>
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<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THA 360</td>
<td>1</td>
<td>THA 490</td>
<td>3</td>
</tr>
<tr>
<td>Theatre Design/Technical 300/400 Level Elective (see list)</td>
<td>3</td>
<td>SAC Core Diversity Elective</td>
<td>3</td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Theatre Performance 300/400 Level Elective (see list)</td>
<td>3</td>
</tr>
<tr>
<td>THA 350</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>University 300/400 Level Elective</td>
<td>2</td>
<td>THA 351</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 120
Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

1. SAC Core Humanities and Fine Arts Tracks require 102+ level language. SAC Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

**Theatre Arts Major: General Emphasis - Bachelor of Science (BS)**

**Major requirements**

(All colleges, excluding teacher certification programs)

Students enrolling in a theatre major must complete the theatre arts major core requirements and one area of emphasis.

**Core requirements (21 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 210</td>
<td>Foundations of Theatrical Production</td>
<td>3</td>
</tr>
<tr>
<td>THA 220</td>
<td>Acting I: Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THA 231</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THA 250</td>
<td>Theatre Studies I: Origins to the Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>THA 251</td>
<td>Theatre Studies II: Renaissance Thru Mid 19th Century</td>
<td>3</td>
</tr>
<tr>
<td>THA 350</td>
<td>Theatre Studies III: Realism to the Present</td>
<td>3</td>
</tr>
<tr>
<td>THA 490</td>
<td>Capstone Project in Theatre Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 21

THA 260 required first semester first year. THA 360 required every semester after first semester first year, except when completing THA 490.

**General emphasis (18 credits)**

Select nine credits of the performance area and nine credits of the design/technical area:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 130</td>
<td>Multicultural U.S. Plays: Acting the Text</td>
</tr>
<tr>
<td>THA 201</td>
<td>Dramatic Literature and Theatre Arts</td>
</tr>
<tr>
<td>THA 221</td>
<td>Movement for the Stage</td>
</tr>
<tr>
<td>THA 222</td>
<td>Voice and Diction for the Stage</td>
</tr>
<tr>
<td>THA 232</td>
<td>Costume Crafts</td>
</tr>
<tr>
<td>THA 240</td>
<td>Rendering for Theatre</td>
</tr>
<tr>
<td>THA 241</td>
<td>Stage Makeup</td>
</tr>
<tr>
<td>THA 290</td>
<td>Stage Management for the Arts</td>
</tr>
<tr>
<td>THA 310</td>
<td>The Singer/Actor</td>
</tr>
<tr>
<td>THA 320</td>
<td>Acting II: Characterization</td>
</tr>
<tr>
<td>THA 321</td>
<td>Acting III: Styles</td>
</tr>
<tr>
<td>THA 330</td>
<td>Scene Painting</td>
</tr>
<tr>
<td>THA 331</td>
<td>Theatre Technology</td>
</tr>
<tr>
<td>THA 340</td>
<td>Scenery Design</td>
</tr>
<tr>
<td>THA 341</td>
<td>Lighting Design</td>
</tr>
<tr>
<td>THA 342</td>
<td>Sound Design and Engineering</td>
</tr>
<tr>
<td>THA 351</td>
<td>World Theatre</td>
</tr>
<tr>
<td>THA 420</td>
<td>Directing</td>
</tr>
<tr>
<td>THA 421</td>
<td>Performance Studio</td>
</tr>
<tr>
<td>THA 422</td>
<td>Acting IV: Audition Techniques</td>
</tr>
</tbody>
</table>

THA 440  | Costume Design/History                          |
| THA 450  | Internship in Theatre Arts                      |
| THA 470  | Symposium in Theatre Arts                       |
| THA 471  | Playwriting                                     |
| THA 472  | Theatre Management                              |
| THA 474  | Advanced Studies in Arts Administration         |
| THA 481  | Independent Study                               |
| THA 482  | Special Topics Theatre Arts                     |

Total Credits 18

**Degree requirements**

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 332)
- Baccalaureate degree requirements (p. 333)

**College of Liberal Studies (CLS/SAC) Bachelor of Science core requirements**

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20Core%20%20List%20Updated%20%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

**Bachelor of Science students complete four courses outside the department of the student's major as follows:**

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

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### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 210</td>
<td>1</td>
<td>THA 220</td>
<td>3</td>
</tr>
<tr>
<td>THA 266</td>
<td>1</td>
<td>THA 360</td>
<td>1</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>3</td>
<td>Gen Ed Math/ Lang/Logical Systems</td>
<td>3-4</td>
</tr>
<tr>
<td>SAC Core Course</td>
<td>3</td>
<td>Gen Ed Health &amp; Well-Being</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts (not from THA)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
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<td>15</td>
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### Year 2

<table>
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<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>THA 360</td>
<td>1</td>
<td>THA 231</td>
<td>3</td>
</tr>
<tr>
<td>THA 360</td>
<td>1</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>THA 376 (Gen Ed Elective)</td>
<td>3</td>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
</tr>
<tr>
<td>Theatre Performance Elective (see list)</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>16</td>
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</tr>
</tbody>
</table>

---

1. Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

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Sample degree plan
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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.
Theatre Arts Major: Music Theatre Emphasis - Bachelor of Arts (BA)

Major requirements
(All colleges, excluding teacher certification programs)

Students enrolling in a theatre major must complete the theatre arts major core requirements and one area of emphasis.

Core requirements (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 210</td>
<td>Foundations of Theatrical Production</td>
<td>3</td>
</tr>
<tr>
<td>THA 220</td>
<td>Acting I: Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THA 231</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THA 250</td>
<td>Theatre Studies I: Origins to the Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>THA 251</td>
<td>Theatre Studies II: Renaissance Thru Mid 19th Century</td>
<td>3</td>
</tr>
<tr>
<td>THA 350</td>
<td>Theatre Studies III: Realism to the Present</td>
<td>3</td>
</tr>
</tbody>
</table>

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 334)
• Baccalaureate degree requirements (p. 335)

College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements

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2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
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5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.

6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS %20Core%20Course%20List%20Updated%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. **Native speakers of English** complete:
   Select one of the following:
   
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHI 202</td>
<td>Intermediate Chinese II</td>
</tr>
<tr>
<td>FRE 202</td>
<td>Intermediate French II</td>
</tr>
<tr>
<td>GER 202</td>
<td>Intermediate German II</td>
</tr>
<tr>
<td>RUS 202</td>
<td>Intermediate Russian II</td>
</tr>
<tr>
<td>SPA 202</td>
<td>Intermediate Spanish II</td>
</tr>
<tr>
<td>MLG 202</td>
<td>World Languages: Intermediate II</td>
</tr>
<tr>
<td>MLG 204</td>
<td>Heritage Language: Intermediate</td>
</tr>
<tr>
<td>MLG 304</td>
<td>Heritage Language: Advanced</td>
</tr>
</tbody>
</table>

**Non-native speakers of English**: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esi) for eligibility and regulations); and

2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and

2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and

3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and

2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and

3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or

2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or

3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.

2. Complete at least one ethnic studies (diversity) course.

3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.\(^1\) At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA\(^1\) in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ))

7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

\(^1\) Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course
descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 260</td>
<td>1</td>
<td>THA 360</td>
<td>1</td>
</tr>
<tr>
<td>THA 210</td>
<td>3</td>
<td>THA 220</td>
<td>3</td>
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<td>THA 222</td>
<td>3</td>
<td>MUA 221</td>
<td>1</td>
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<tr>
<td>MUA 221</td>
<td>1</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4</td>
<td>THA 130 (Gen Ed Self &amp; Society)</td>
<td>3</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Lit-Oral)</td>
<td>3</td>
<td>102+ Level Gen Ed / SAC Core Language</td>
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<tr>
<td>THA 110 (Gen Ed Arts)</td>
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Total Credits: 15

Year 2

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<tbody>
<tr>
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<td>THA 360</td>
<td>1</td>
</tr>
<tr>
<td>THA 360</td>
<td>1</td>
<td>ESS 100</td>
<td>1</td>
</tr>
<tr>
<td>ESS 100</td>
<td>1</td>
<td>Ensemble</td>
<td>1</td>
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<tr>
<td>Ensemble</td>
<td>1</td>
<td>MUA 471</td>
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<td>MUA 321</td>
<td>1</td>
<td>MUS 304</td>
<td>3</td>
</tr>
<tr>
<td>THA 221</td>
<td>3</td>
<td>THA 231</td>
<td>3</td>
</tr>
<tr>
<td>MUS 324</td>
<td>3</td>
<td>MUS 236</td>
<td>3</td>
</tr>
<tr>
<td>MUS 235</td>
<td>3</td>
<td>MUS 238</td>
<td>1</td>
</tr>
<tr>
<td>MUS 237</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 17

Year 3

<table>
<thead>
<tr>
<th>Fall</th>
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<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>THA 360</td>
<td>1</td>
<td>THA 251</td>
<td>3</td>
</tr>
<tr>
<td>THA 250</td>
<td>3</td>
<td>THA 360</td>
<td>1</td>
</tr>
<tr>
<td>ESS 100</td>
<td>1</td>
<td>ESS 100</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 17

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

1 SAC Core Humanities and Fine Arts Tracks require 102+ level language. SAC Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

Theatre Arts Major: Music Theatre Emphasis - Bachelor of Science (BS)

Major requirements
(All colleges, excluding teacher certification programs)

Students enrolling in a theatre major must complete the theatre arts major core requirements and one area of emphasis.

Core requirements (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 210</td>
<td>Foundations of Theatrical Production</td>
<td>3</td>
</tr>
<tr>
<td>THA 220</td>
<td>Acting I: Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THA 231</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THA 250</td>
<td>Theatre Studies I: Origins to the Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>THA 251</td>
<td>Theatre Studies II: Renaissance Thru Mid 19th Century</td>
<td>3</td>
</tr>
<tr>
<td>THA 350</td>
<td>Theatre Studies III: Realism to the Present</td>
<td>3</td>
</tr>
<tr>
<td>THA 490</td>
<td>Capstone Project in Theatre Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 21

THA 260 required first semester first year. THA 360 required every semester after first semester first year, except when completing THA 490.
Music theatre emphasis (16 credits)

Students must be accepted into the theatre major: music theatre emphasis (by audition) before declaring it as a major. Students enrolling in this major must also declare and complete the music minor: music theatre emphasis requirements (p. 319).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 221</td>
<td>Movement for the Stage</td>
<td>3</td>
</tr>
<tr>
<td>THA 222</td>
<td>Voice and Diction for the Stage</td>
<td>3</td>
</tr>
<tr>
<td>THA 270</td>
<td>Music Theatre Vocal Study 1</td>
<td>1</td>
</tr>
<tr>
<td>THA 310</td>
<td>The Singer/Actor</td>
<td>3</td>
</tr>
<tr>
<td>THA 320</td>
<td>Acting II: Characterization</td>
<td>3</td>
</tr>
<tr>
<td>THA/MUS 324</td>
<td>Cabaret Performance Workshop</td>
<td>3</td>
</tr>
</tbody>
</table>

Dance Requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 100</td>
<td>Physical Activities (Four credits, music theatre and tap are required. Remaining two credits may be chosen from ballet, jazz or modern. Credits do not count toward major.)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 16

1 Students may enroll in THA 270 Music Theatre Vocal Study (1-2 cr.) for up to 6 semesters after completing the applied voice requirement in their music minor. One credit will count toward the major.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 337)
- Baccalaureate degree requirements (p. 337)

College of Liberal Studies (CLS/SAC)
Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student’s major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.\(^1\) At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA\(^1\) in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.
Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

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Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

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General Education Program

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Credits</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
<tr>
<td>THA 260</td>
<td>1</td>
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<td>3</td>
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<td>MUA 221</td>
<td>1</td>
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<tr>
<td>MUA 221</td>
<td>1</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
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<td>Gen Ed Math</td>
<td>4</td>
<td>THA 130 (Gen Ed Self &amp; Society)</td>
<td>3</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Lit-Oral)</td>
<td>3</td>
<td>Gen Ed Lang/Logical Systems</td>
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<tr>
<td></td>
<td></td>
<td>THA 110 (Gen Ed Arts)</td>
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15 16-17

<table>
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<tr>
<th>Year 2</th>
<th>Credits</th>
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<tr>
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<td>1</td>
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17 14

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<td>Gen Ed Elective</td>
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<td>Gen Ed Natural Lab Science</td>
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<td>Gen Ed Health &amp; Well Being</td>
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16 14

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<tr>
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<td>THA 490</td>
<td>3</td>
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<td>THA 270</td>
<td>1-2</td>
<td>Gen Ed Natural Lab Science (SAC Core Elective)</td>
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<td>THA 350</td>
<td>3</td>
<td>SAC Diversity Core Elective</td>
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<td>SAC Core Elective</td>
<td>3</td>
<td>Gen Ed Minority Cultures</td>
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<tr>
<td>Gen Ed Elective</td>
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<td>THA 351 (Gen Ed Global Studies)</td>
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<td>Gen Ed Hum-Lit</td>
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<td>Gen Ed Arts (not from THA)</td>
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<td></td>
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</table>

16-17 16

Total Credits: 124-126

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

Theatre Arts Major: Performance Emphasis - Bachelor of Arts (BA)

Major requirements

(All colleges, excluding teacher certification programs)

Students enrolling in a theatre major must complete the theatre arts major core requirements and one area of emphasis.

Core requirements (21 credits)

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 210</td>
</tr>
<tr>
<td>THA 220</td>
</tr>
<tr>
<td>THA 231</td>
</tr>
</tbody>
</table>
Bachelor of Science degrees:
The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: "Mathematical/logical systems and modern languages" (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track
1. Native speakers of English complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced

Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and
2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.

B. Humanities track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and

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**Performance emphasis (18 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 222</td>
<td>Voice and Diction for the Stage</td>
<td>3</td>
</tr>
<tr>
<td>THA 320</td>
<td>Acting II: Characterization</td>
<td>3</td>
</tr>
<tr>
<td>THA 321</td>
<td>Acting III: Styles</td>
<td>3</td>
</tr>
<tr>
<td>THA 420</td>
<td>Directing</td>
<td></td>
</tr>
<tr>
<td>THA 421</td>
<td>Performance Studio</td>
<td></td>
</tr>
<tr>
<td>THA 422</td>
<td>Acting IV: Audition Techniques</td>
<td></td>
</tr>
<tr>
<td>THA 440</td>
<td>Costume Design/History</td>
<td></td>
</tr>
<tr>
<td>THA 470</td>
<td>Symposium in Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>THA 471</td>
<td>Playwriting</td>
<td></td>
</tr>
<tr>
<td>THA 481</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>THA 482</td>
<td>Special Topics Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>THA 490</td>
<td>Capstone Project in Theatre Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Degree requirements**

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 339)
- Baccalaureate degree requirements (p. 340)

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**College of Liberal Studies (CLS/SAC) Bachelor of Arts core requirements**

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
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Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

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Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and
2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.

B. Humanities track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track
1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and

---

**Total Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THA 250</td>
<td>Theatre Studies I: Origins to the Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>THA 251</td>
<td>Theatre Studies II: Renaissance Thru Mid 19th Century</td>
<td>3</td>
</tr>
<tr>
<td>THA 350</td>
<td>Theatre Studies III: Realism to the Present</td>
<td>3</td>
</tr>
<tr>
<td>THA 490</td>
<td>Capstone Project in Theatre Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**

21
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and

3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or

2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or

3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.

2. Complete at least one ethnic studies (diversity) course.

3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 59).)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

   Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

*This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.*

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Credits</th>
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<tr>
<td>THA 210</td>
<td>3</td>
<td>THA 220</td>
<td>3</td>
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<td>THA 360</td>
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<td>ENG 110</td>
<td>3</td>
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<td>112</td>
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<td></td>
<td>(Gen Ed Literacy-Written)</td>
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<td>Gen Ed Math</td>
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<td></td>
<td></td>
<td>Gen Ed/</td>
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<tr>
<td>SAC Core</td>
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<td>SAC Core Language 1</td>
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</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2</td>
<td>(not from</td>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>THA 360</td>
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<td>THA 360</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3 THA 231</td>
<td>3</td>
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<td>Minor Course</td>
<td>3 Minor Course</td>
<td>3</td>
<td></td>
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<tr>
<td>Gen Ed Natural Lab Science</td>
<td>4 THA 376</td>
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<td>(Gen Ed Self &amp; Society)</td>
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<td>THA 222</td>
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<td>Gen Ed Hum-Lit</td>
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<td></td>
<td></td>
<td>Elective</td>
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### Year 3

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<tr>
<td>THA 360</td>
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<td>THA 360</td>
<td>1</td>
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<tr>
<td>SAC Core Course</td>
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<td>THA 251</td>
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<td>Minor Course</td>
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<td>Gen Ed Elective</td>
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<td>University 300/400 Level Elective</td>
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<td>Minor Course</td>
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<td>THA 110 (Gen Ed Arts)</td>
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<tbody>
<tr>
<td></td>
<td>16</td>
<td>14</td>
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</tbody>
</table>

Total Credits: 21

THA 260 required first semester first year. THA 360 required every semester after first semester first year, except when completing THA 490.

### Performance emphasis (18 credits)

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>THA 222</td>
<td>Voice and Diction for the Stage</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 320</td>
<td>Acting II: Characterization</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 321</td>
<td>Acting III: Styles</td>
<td>3</td>
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</table>

Select nine credits of the following:

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</thead>
<tbody>
<tr>
<td>THA 130</td>
<td>Multicultural U.S. Plays: Acting the Text</td>
<td>3</td>
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<tr>
<td>THA 201</td>
<td>Dramatic Literature and Theatre Arts</td>
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<tr>
<td>THA 221</td>
<td>Movement for the Stage</td>
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<tr>
<td>THA 241</td>
<td>Stage Makeup</td>
<td>3</td>
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<td>THA 290</td>
<td>Stage Management for the Arts</td>
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</tr>
<tr>
<td>THA 310</td>
<td>The Singer/Actor</td>
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</tr>
<tr>
<td>THA 351</td>
<td>World Theatre</td>
<td>3</td>
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</tr>
<tr>
<td>THA 420</td>
<td>Directing</td>
<td>3</td>
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</tr>
<tr>
<td>THA 421</td>
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<td>3</td>
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<td></td>
</tr>
<tr>
<td>THA 482</td>
<td>Special Topics Theatre Arts</td>
<td>3</td>
<td></td>
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</tbody>
</table>

Total Credits: 18

### Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 341)
- Baccalaureate degree requirements (p. 342)

### Theatre Arts Major: Performance Emphasis - Bachelor of Science (BS)

#### Major requirements

(All colleges, excluding teacher certification programs)

Students enrolling in a theatre major must complete the theatre arts major core requirements and one area of emphasis.

#### Core requirements (21 credits)

<p>| | | | |</p>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>THA 210</td>
<td>Foundations of Theatrical Production</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 220</td>
<td>Acting I: Fundamentals</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 231</td>
<td>Stagecraft</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 250</td>
<td>Theatre Studies I: Origins to the Middle Ages</td>
<td>3</td>
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</thead>
<tbody>
<tr>
<td>THA 251</td>
<td>Theatre Studies II: Renaissance Thru Mid 19th Century</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 350</td>
<td>Theatre Studies III: Realism to the Present</td>
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<tr>
<td>THA 490</td>
<td>Capstone Project in Theatre Arts</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 21

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

1. **SAC Core Humanities and Fine Arts Tracks** require 102+ level language. **SAC Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

### Theatre Arts Major: Performance Emphasis - Bachelor of Science (BS)

#### Major requirements

(All colleges, excluding teacher certification programs)

Students enrolling in a theatre major must complete the theatre arts major core requirements and one area of emphasis.

#### Core requirements (21 credits)

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<tr>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 490</td>
<td>Capstone Project in Theatre Arts</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 21

THA 260 required first semester first year. THA 360 required every semester after first semester first year, except when completing THA 490.

### Performance emphasis (18 credits)

<p>| | | | |</p>
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<tbody>
<tr>
<td>THA 222</td>
<td>Voice and Diction for the Stage</td>
<td>3</td>
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<tr>
<td>THA 320</td>
<td>Acting II: Characterization</td>
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<tr>
<td>THA 321</td>
<td>Acting III: Styles</td>
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Select nine credits of the following:

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<tbody>
<tr>
<td>THA 130</td>
<td>Multicultural U.S. Plays: Acting the Text</td>
<td>3</td>
<td></td>
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<tr>
<td>THA 201</td>
<td>Dramatic Literature and Theatre Arts</td>
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<td>THA 221</td>
<td>Movement for the Stage</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 241</td>
<td>Stage Makeup</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 290</td>
<td>Stage Management for the Arts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 310</td>
<td>The Singer/Actor</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 351</td>
<td>World Theatre</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 420</td>
<td>Directing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 421</td>
<td>Performance Studio</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 422</td>
<td>Acting IV: Audition Techniques</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 440</td>
<td>Costume Design/History</td>
<td>3</td>
<td></td>
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<td>THA 470</td>
<td>Symposium in Theatre Arts</td>
<td>3</td>
<td></td>
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<td>THA 471</td>
<td>Playwriting</td>
<td>3</td>
<td></td>
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<tr>
<td>THA 481</td>
<td>Independent Study</td>
<td>3</td>
<td></td>
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<tr>
<td>THA 482</td>
<td>Special Topics Theatre Arts</td>
<td>3</td>
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</table>

Total Credits: 18

### Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 341)
- Baccalaureate degree requirements (p. 342)

### College of Liberal Studies (CLS/SAC)

#### Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.

5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.

6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS %20Core%20Course%20List%20Updated%20-%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

**Bachelor of Science students complete four courses outside the department of the student’s major as follows:**

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

**In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:**

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement.)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/regitation) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

*This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.*

**Year 1**

<table>
<thead>
<tr>
<th>Fall Credits</th>
<th>Spring Credits</th>
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</thead>
<tbody>
<tr>
<td>THA 210</td>
<td>3 THA 220</td>
</tr>
<tr>
<td>THA 260</td>
<td>1 THA 360</td>
</tr>
<tr>
<td>CST 110</td>
<td>3 ENG 110 or</td>
</tr>
<tr>
<td></td>
<td>112 (Gen Ed Literacy-Written)</td>
</tr>
</tbody>
</table>
Theatre Arts Major: Stage Management Emphasis - Bachelor of Arts (BA)

Major requirements

(All colleges, excluding teacher certification programs)

Students enrolling in a theatre major must complete the theatre arts major core requirements and one area of emphasis.

Core requirements (21 credits)

- THA 210 Foundations of Theatrical Production 3
- THA 220 Acting I: Fundamentals 3
- THA 231 Stagecraft 3
- THA 250 Theatre Studies I: Origins to the Middle Ages 3
- THA 251 Theatre Studies II: Renaissance Thru Mid 19th Century 3
- THA 350 Theatre Studies III: Realism to the Present 3
- THA 490 Capstone Project in Theatre Arts 3

Total Credits 21

THA 260 required first semester first year. THA 360 required every semester after first semester first year, except when completing THA 490.

Stage management emphasis (19 credits)

- THA 290 Stage Management for the Arts 3
- THA 341 Lighting Design 3
- THA 342 Sound Design and Engineering 3
- THA 390 Advanced Stage Management (two enrollments) 4
- THA 420 Directing 3

Select three credits of the following: 3

- THA 232 Costume Crafts
- THA 330 Scene Painting
- THA 331 Theatre Technology
- THA 340 Scenery Design
- THA 421 Performance Studio
- THA 440 Costume Design/History
- THA 450 Internship in Theatre Arts
- THA 470 Symposium in Theatre Arts
- THA 471 Playwriting
- THA 472 Theatre Management
- THA 481 Independent Study
- THA 482 Special Topics Theatre Arts

Total Credits 19

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 344)
• Baccalaureate degree requirements (p. 344)

College of Liberal Studies (CLS/SAC)
Bachelor of Arts core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).
2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.
3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.
4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.
5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.
6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/CLS%20SAC%20BA%20BS %20Core%20Course%20List%20Updated%20%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

Declare ONE of the following tracks in the CLS Academic Services Office in 260 Morris Hall:

A. Language track

1. Native speakers of English complete:
   Select one of the following:
   - CHI 202 Intermediate Chinese II
   - FRE 202 Intermediate French II
   - GER 202 Intermediate German II
   - RUS 202 Intermediate Russian II
   - SPA 202 Intermediate Spanish II
   - MLG 202 World Languages: Intermediate II
   - MLG 204 Heritage Language: Intermediate
   - MLG 304 Heritage Language: Advanced

   Non-native speakers of English: score at least 80 on the La Crosse Battery of exams for non-native speakers of English; or submit a TOEFL or IELTS score that meets the university’s English language proficiency requirement for admission; or complete ESL 252 or ESL 253, and one additional course from ESL 250, ESL 251, ESL 252, ESL 253. (Contact the English as a Second Language Institute (http://www.uwlax.edu/esl) for eligibility and regulations); and
2. Two additional courses outside of the student’s major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: history, English, philosophy; and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One modern language course 102 or higher or an Office of International Education (OIE) approved semester long study abroad experience combined with the INS 250, INS 251, INS 252 sequence; and
2. Two additional courses outside the department of the student’s major from two different departments chosen from: art, communication studies, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
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5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 343).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence.
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Sample degree plan

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

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<thead>
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<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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<td>3</td>
<td>THA 220</td>
<td>3</td>
</tr>
<tr>
<td>THA 260</td>
<td>1</td>
<td>THA 360</td>
<td>1</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy Written)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Math</td>
<td>4</td>
<td>102+ Level Gen Ed / SAC Core Language</td>
<td>3-4</td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 Gen Ed Health &amp; Well-Being</td>
<td>3</td>
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<th>Credits</th>
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<tr>
<td>THA 360</td>
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<td>THA 360</td>
<td>1</td>
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<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>THA 231</td>
<td>3</td>
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<td>Minor Course</td>
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<td>Minor Course</td>
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<tr>
<td>Gen Ed Natural Lab Science</td>
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<td>THA 376 (Gen Ed Self &amp; Society)</td>
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<td>THA 290</td>
<td>3</td>
<td>Gen Ed Hum- Lit</td>
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<td>Gen Ed Elective</td>
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<th>Year 3</th>
<th>Credits</th>
<th>Spring</th>
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<tr>
<td>THA 360</td>
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<td>THA 360</td>
<td>1</td>
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<tr>
<td>SAC Core Course</td>
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<td>THA 251</td>
<td>3</td>
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<td>Minor Course</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
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<tr>
<td>THA 250</td>
<td>3</td>
<td>THA 130 (Gen Ed Elective)</td>
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<td>THA 390</td>
<td>2</td>
<td>THA 341</td>
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<td>THA 429</td>
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<td>Gen Ed Arts</td>
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<th>Year 4</th>
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<th>Spring</th>
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<tbody>
<tr>
<td>THA 360</td>
<td>1</td>
<td>THA 490</td>
<td>3</td>
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<tr>
<td>Theatre Technical Performance 300/400 Level Elective (see list)</td>
<td>3</td>
<td>SAC Core Diversity Elective</td>
<td>3</td>
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<td>Minor Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>THA 350</td>
<td>3</td>
<td>THA 351 (Gen Ed Global Studies)</td>
<td>3</td>
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<tr>
<td>THA 342</td>
<td>3</td>
<td>Minor Course</td>
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<tr>
<td>THA 390</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 122

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

1. SAC Core Humanities and Fine Arts Tracks require 102+ level language. SAC Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite coursework.

Theatre Arts Major: Stage Management Emphasis - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

Students enrolling in a theatre major must complete the theatre arts major core requirements and one area of emphasis.
Core requirements (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THA 210</td>
<td>Foundations of Theatrical Production</td>
<td>3</td>
</tr>
<tr>
<td>THA 220</td>
<td>Acting I: Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THA 231</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THA 250</td>
<td>Theatre Studies I: Origins to the Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>THA 251</td>
<td>Theatre Studies II: Renaissance Thru Mid 19th Century</td>
<td>3</td>
</tr>
<tr>
<td>THA 350</td>
<td>Theatre Studies III: Realism to the Present</td>
<td>3</td>
</tr>
<tr>
<td>THA 490</td>
<td>Capstone Project in Theatre Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 21

THA 260 required first semester first year. THA 360 required every semester after first semester first year, except when completing THA 490.

Stage management emphasis (19 credits)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THA 290</td>
<td>Stage Management for the Arts</td>
<td>3</td>
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<tr>
<td>THA 341</td>
<td>Lighting Design</td>
<td>3</td>
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<tr>
<td>THA 342</td>
<td>Sound Design and Engineering</td>
<td>3</td>
</tr>
<tr>
<td>THA 390</td>
<td>Advanced Stage Management (two enrollments)</td>
<td>4</td>
</tr>
<tr>
<td>THA 420</td>
<td>Directing</td>
<td>3</td>
</tr>
<tr>
<td>THA 423</td>
<td>Costume Crafts</td>
<td>3</td>
</tr>
<tr>
<td>THA 330</td>
<td>Scene Painting</td>
<td>3</td>
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<td>THA 331</td>
<td>Theatre Technology</td>
<td>3</td>
</tr>
<tr>
<td>THA 340</td>
<td>Scenery Design</td>
<td>3</td>
</tr>
<tr>
<td>THA 421</td>
<td>Performance Studio</td>
<td>3</td>
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<tr>
<td>THA 440</td>
<td>Costume Design/History</td>
<td>3</td>
</tr>
<tr>
<td>THA 450</td>
<td>Internship in Theatre Arts</td>
<td>3</td>
</tr>
<tr>
<td>THA 470</td>
<td>Symposium in Theatre Arts</td>
<td>3</td>
</tr>
<tr>
<td>THA 471</td>
<td>Playwriting</td>
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<td>THA 472</td>
<td>Theatre Management</td>
<td>3</td>
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<tr>
<td>THA 481</td>
<td>Independent Study</td>
<td>3</td>
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<tr>
<td>THA 482</td>
<td>Special Topics Theatre Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 19

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 346)
- Baccalaureate degree requirements (p. 346)

College of Liberal Studies (CLS/SAC) Bachelor of Science core requirements

The following conditions apply to one or both Bachelor of Arts and Bachelor of Science degrees:

1. Students majoring in English or in a modern language must earn a Bachelor of Arts degree (education majors earn a Bachelor of Science degree).

2. Students majoring in other CLS programs may choose either a B.A. or a B.S. degree.

3. Language courses (CHI, FRE, GER, RUS, SPA, MLG) used to fulfill general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2) may also be used to meet the B.A. and B.S. language requirements.

4. All other courses used to meet the requirements below must be in addition to the minimum 39 credits required in the General Education Program.

5. At least one course in the B.A. or B.S. college degree program (core requirements) must be a CLS designated diversity course.

6. Applicable courses may be found on the CLS B.A./B.S. Degree Option Course List (https://www.uwlax.edu/uploadedFiles/Academics-Colleges_Schools/CLS/CLS%20SAC%20BA%20BS%20Core%20Course%20List%20Updated%20%20Fall%202015.pdf) or in the Advisement Report (AR) when the degree has been declared.

Courses used to fulfill general education requirements will not apply to core requirements except for language courses (CHI, FRE, GER, RUS, SPA, MLG) that count in the general education requirement: “Mathematical/logical systems and modern languages” (GE 02, category 2).

Bachelor of Science students complete four courses outside the department of the student’s major as follows:

1. A lab science course (from the general education list); and
2. A social science course; and
3. Another social science or general education natural science, or math course, or an approved CLS alternative (ENV 201, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a modern language course 102 level or higher.

In addition to all other College of Liberal Studies core requirements, all students in CLS must complete a second major, minor, or program option by satisfying one of the following:

1. Complete a minor (or second major) outside of the student’s major program, consisting of at least 18 credits; or
2. Complete an emphasis, program or concentration of at least 18 credits outside the student’s major program. General education courses may apply provided they are not being used to fulfill minimum general education requirements; or
3. Complete 18 credits in two or more departments or programs (at least 12 credits earned at the 300/400 level). These courses must be outside the student’s major department and can be from any college. General education courses may apply provided they are not being used to fulfill minimum general education requirements.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 210</td>
<td>3</td>
<td>THA 220</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 266</td>
<td>1</td>
<td>THA 360</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
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<tr>
<td>Gen Ed Math</td>
<td>4</td>
<td>Gen Ed Math/Lang/Logical Systems</td>
<td>3-4</td>
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</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 110 (Gen Ed Arts)</td>
<td>2</td>
<td>SAC Core Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<th>Year 2</th>
<th>Fall</th>
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<tbody>
<tr>
<td>THA 360</td>
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<td>THA 360</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>THA 231</td>
<td>3</td>
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</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
<td>THA 376</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(Gen Ed Self &amp; Society)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THA 290</td>
<td>3</td>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td></td>
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<tbody>
<tr>
<td>THA 360</td>
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<td>THA 360</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SAC Core Course</td>
<td>3</td>
<td>THA 251</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Gen Ed Natural Lab Science (SAC Core Elective)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>THA 250</td>
<td>3</td>
<td>THA 130</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(Gen Ed Elective)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THA 390</td>
<td>2</td>
<td>THA 341</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 429</td>
<td>3</td>
<td>Gen Ed Arts</td>
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</tr>
<tr>
<td>(not from THA)</td>
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<td></td>
<td></td>
<td></td>
</tr>
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<td>15</td>
<td>16</td>
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<table>
<thead>
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<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THA 360</td>
<td>1</td>
<td>THA 490</td>
<td>3</td>
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<tr>
<td>Theatre Technical Performance 300/400 Level Elective (see list)</td>
<td>3</td>
<td>SAC Core Diversity Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 350</td>
<td>3</td>
<td>THA 351</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(Gen Ed Global Studies)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THA 342</td>
<td>3</td>
<td>Minor Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THA 390</td>
<td>2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 123

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

- Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

- This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.
### Theatre Arts Minor: Arts Administration Emphasis

(All colleges, excluding teacher certification programs)

21 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 210</td>
<td>Foundations of Theatrical Production</td>
<td>3</td>
</tr>
<tr>
<td>THA 220</td>
<td>Acting I: Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>or THA 231</td>
<td>Stagecraft</td>
<td></td>
</tr>
<tr>
<td>THA 376</td>
<td>Economics of Art and Entertainment</td>
<td>3</td>
</tr>
<tr>
<td>THA 472</td>
<td>Theatre Management</td>
<td>3</td>
</tr>
<tr>
<td>THA 360</td>
<td>Theatre Arts Practicum (minimum of three credits taken over at least two productions)</td>
<td>3</td>
</tr>
<tr>
<td>THA 474</td>
<td>Advanced Studies in Arts Administration</td>
<td>3</td>
</tr>
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</table>

Select three credits of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 250</td>
<td>Theatre Studies I: Origins to the Middle Ages</td>
<td></td>
</tr>
<tr>
<td>THA 251</td>
<td>Theatre Studies II: Renaissance Thru Mid 19th Century</td>
<td></td>
</tr>
<tr>
<td>THA 290</td>
<td>Stage Management for the Arts</td>
<td></td>
</tr>
<tr>
<td>THA 350</td>
<td>Theatre Studies III: Realism to the Present</td>
<td></td>
</tr>
<tr>
<td>THA 351</td>
<td>World Theatre</td>
<td></td>
</tr>
<tr>
<td>THA 450</td>
<td>Internship in Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>THA 481</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>THA 482</td>
<td>Special Topics Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td></td>
</tr>
<tr>
<td>CST 360</td>
<td>Public Relations</td>
<td></td>
</tr>
<tr>
<td>MKT 309</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>ACC 221</td>
<td>Accounting Principles I</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: **21**

### Theatre Arts Minor: General Emphasis

(All colleges, excluding teacher certification programs)

21 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 210</td>
<td>Foundations of Theatrical Production</td>
<td>3</td>
</tr>
<tr>
<td>THA 220</td>
<td>Acting I: Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THA 360</td>
<td>Theatre Arts Practicum (minimum of three credits taken over at least two productions)</td>
<td>3</td>
</tr>
</tbody>
</table>

Select six credits of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 250</td>
<td>Theatre Studies I: Origins to the Middle Ages</td>
<td></td>
</tr>
<tr>
<td>THA 251</td>
<td>Theatre Studies II: Renaissance Thru Mid 19th Century</td>
<td></td>
</tr>
<tr>
<td>THA 290</td>
<td>Stage Management for the Arts</td>
<td></td>
</tr>
<tr>
<td>THA 350</td>
<td>Theatre Studies III: Realism to the Present</td>
<td></td>
</tr>
<tr>
<td>THA 351</td>
<td>World Theatre</td>
<td></td>
</tr>
<tr>
<td>THA 450</td>
<td>Internship in Theatre Arts</td>
<td></td>
</tr>
</tbody>
</table>

Select six credits of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 130</td>
<td>Multicultural U.S. Plays: Acting the Text</td>
<td></td>
</tr>
<tr>
<td>THA 201</td>
<td>Dramatic Literature and Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>THA 241</td>
<td>Stage Makeup</td>
<td></td>
</tr>
<tr>
<td>THA 250</td>
<td>Theatre Studies I: Origins to the Middle Ages</td>
<td></td>
</tr>
<tr>
<td>THA 251</td>
<td>Theatre Studies II: Renaissance Thru Mid 19th Century</td>
<td></td>
</tr>
<tr>
<td>THA 330</td>
<td>Scene Painting</td>
<td></td>
</tr>
<tr>
<td>THA 331</td>
<td>Theatre Technology</td>
<td></td>
</tr>
<tr>
<td>THA 340</td>
<td>Scenery Design</td>
<td></td>
</tr>
<tr>
<td>THA 341</td>
<td>Lighting Design</td>
<td></td>
</tr>
<tr>
<td>THA 342</td>
<td>Sound Design and Engineering</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: **21**

### Theatre Arts Minor: Design/Technical Emphasis

(All colleges, excluding teacher certification programs)

21 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 210</td>
<td>Foundations of Theatrical Production</td>
<td>3</td>
</tr>
<tr>
<td>THA 231</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THA 232</td>
<td>Costume Crafts</td>
<td>3</td>
</tr>
<tr>
<td>THA 240</td>
<td>Rendering for Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THA 360</td>
<td>Theatre Arts Practicum (minimum of three credits taken over at least two productions)</td>
<td>3</td>
</tr>
</tbody>
</table>

Select six credits of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 130</td>
<td>Multicultural U.S. Plays: Acting the Text</td>
<td></td>
</tr>
<tr>
<td>THA 201</td>
<td>Dramatic Literature and Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>THA 241</td>
<td>Stage Makeup</td>
<td></td>
</tr>
<tr>
<td>THA 250</td>
<td>Theatre Studies I: Origins to the Middle Ages</td>
<td></td>
</tr>
<tr>
<td>THA 251</td>
<td>Theatre Studies II: Renaissance Thru Mid 19th Century</td>
<td></td>
</tr>
<tr>
<td>THA 330</td>
<td>Scene Painting</td>
<td></td>
</tr>
<tr>
<td>THA 331</td>
<td>Theatre Technology</td>
<td></td>
</tr>
<tr>
<td>THA 340</td>
<td>Scenery Design</td>
<td></td>
</tr>
<tr>
<td>THA 341</td>
<td>Lighting Design</td>
<td></td>
</tr>
<tr>
<td>THA 342</td>
<td>Sound Design and Engineering</td>
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</tr>
</tbody>
</table>

Total Credits: **21**
Theatre Arts Minor: Music Theatre Emphasis

(All colleges, excluding teacher certification programs)

Students must be accepted into the theatre minor: music theatre emphasis (by audition) before declaring it as a minor. Students enrolling in this minor must also declare and complete the music major: music theatre emphasis requirements.

22 credits

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>THA 220</td>
<td>Acting I: Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THA 221</td>
<td>Movement for the Stage</td>
<td>3</td>
</tr>
<tr>
<td>THA 222</td>
<td>Voice and Diction for the Stage</td>
<td>3</td>
</tr>
<tr>
<td>THA/MUS 304</td>
<td>History of Music Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THA 324</td>
<td>Cabaret Performance Workshop</td>
<td>3</td>
</tr>
<tr>
<td>THA 360</td>
<td>Theatre Arts Practicum (minimum of three credits taken over at least two productions)</td>
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Dance requirement:

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<th>Credits</th>
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<tbody>
<tr>
<td>ESS 100</td>
<td>Physical Activities (Four credits total. Music theatre and tap are required. Remaining two credits may be chosen from ballet, jazz or modern.)</td>
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Total Credits: 22

Theatre Arts Minor: Performance Emphasis

(All colleges, excluding teacher certification programs)

24 credits

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>THA 210</td>
<td>Foundations of Theatrical Production</td>
<td>3</td>
</tr>
<tr>
<td>THA 220</td>
<td>Acting I: Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THA 221</td>
<td>Movement for the Stage</td>
<td>3</td>
</tr>
<tr>
<td>THA 222</td>
<td>Voice and Diction for the Stage</td>
<td>3</td>
</tr>
<tr>
<td>THA 320</td>
<td>Acting II: Characterization</td>
<td>3</td>
</tr>
<tr>
<td>THA 321</td>
<td>Acting III: Styles</td>
<td>3</td>
</tr>
<tr>
<td>THA 360</td>
<td>Theatre Arts Practicum (minimum of three credits taken over at least two productions)</td>
<td>3</td>
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Select three credits of the following: 3

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>THA 130</td>
<td>Multicultural U.S. Plays: Acting the Text</td>
<td></td>
</tr>
<tr>
<td>THA 201</td>
<td>Dramatic Literature and Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>THA 250</td>
<td>Theatre Studies I: Origins to the Middle Ages</td>
<td></td>
</tr>
<tr>
<td>THA 251</td>
<td>Theatre Studies II: Renaissance Thru Mid 19th Century</td>
<td></td>
</tr>
<tr>
<td>THA 350</td>
<td>Theatre Studies III: Realism to the Present</td>
<td></td>
</tr>
<tr>
<td>THA 351</td>
<td>World Theatre</td>
<td></td>
</tr>
<tr>
<td>THA 390</td>
<td>Advanced Stage Management</td>
<td></td>
</tr>
<tr>
<td>THA 420</td>
<td>Directing</td>
<td></td>
</tr>
<tr>
<td>THA 421</td>
<td>Performance Studio</td>
<td></td>
</tr>
<tr>
<td>THA 422</td>
<td>Acting IV: Audition Techniques</td>
<td></td>
</tr>
<tr>
<td>THA 450</td>
<td>Internship in Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>THA 470</td>
<td>Symposium in Theatre Arts</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 24

Theatre Arts Minor: Stage Management Emphasis

(All colleges, excluding teacher certification programs)

23 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 210</td>
<td>Foundations of Theatrical Production</td>
<td>3</td>
</tr>
<tr>
<td>THA 220</td>
<td>Acting I: Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THA 231</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THA 290</td>
<td>Stage Management for the Arts</td>
<td>3</td>
</tr>
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<td>THA 390</td>
<td>Advanced Stage Management</td>
<td>2</td>
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<tr>
<td>THA 360</td>
<td>Theatre Arts Practicum (minimum of three credits taken over at least two productions)</td>
<td>3</td>
</tr>
</tbody>
</table>

Select six credits of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>THA 232</td>
<td>Costume Crafts</td>
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</tr>
<tr>
<td>THA 250</td>
<td>Theatre Studies I: Origins to the Middle Ages</td>
<td></td>
</tr>
<tr>
<td>THA 251</td>
<td>Theatre Studies II: Renaissance Thru Mid 19th Century</td>
<td></td>
</tr>
<tr>
<td>THA 331</td>
<td>Theatre Technology</td>
<td></td>
</tr>
<tr>
<td>THA 340</td>
<td>Scenery Design</td>
<td></td>
</tr>
<tr>
<td>THA 341</td>
<td>Lighting Design</td>
<td></td>
</tr>
<tr>
<td>THA 342</td>
<td>Sound Design and Engineering</td>
<td></td>
</tr>
<tr>
<td>THA 350</td>
<td>Theatre Studies III: Realism to the Present</td>
<td></td>
</tr>
<tr>
<td>THA 351</td>
<td>World Theatre</td>
<td></td>
</tr>
<tr>
<td>THA 420</td>
<td>Directing</td>
<td></td>
</tr>
<tr>
<td>THA 421</td>
<td>Performance Studio</td>
<td></td>
</tr>
<tr>
<td>THA 472</td>
<td>Theatre Management</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 23
College of Science and Health (SAH)

Dean, interim – Mark Sandheinrich
Associate Dean, interim - Gubbi Sudhakaran
Associate Dean, interim - Roger Haro
105 Graff Main Hall; 608.785.8218

Assistants to the Dean - Carla Burkhardt, Guy Herling
205 Graff Main Hall; 608.785.8156
Email: science@uwlax.edu
www.uwlax.edu/science-and-health

The College of Science and Health houses high quality major and minor programs in the natural and physical sciences, mathematics and computer science, exercise science, recreation, and in selected allied health professions. The college's combination of programs provides both applications for the sciences and a strong science base for the allied health offerings. These programs also collectively provide many scientific literacy offerings within the university's general education program. All major programs offer undergraduate research experiences and/or professional internship experiences through collaborative agreements with external agencies.

Sequences and requirements are listed on the various department pages, with major or minor requirements listed on those specific tabs in the department's section. In addition to the major and general education requirements, all students in the College of Science and Health must complete a core curriculum, which emphasizes diverse in-depth study outside of the major.

Degrees offered
• Bachelor of Arts
• Bachelor of Science
• Master of Public Health (see graduate catalog)
• Master of Science (see graduate catalog)
• Master of Software Engineering (see graduate catalog)
• Doctor of Physical Therapy (see graduate catalog)

Majors and minors
B.A. = Bachelor of Arts  B.S. = Bachelor of Science  m = minor
• Adapted Physical Education (p. 418) (m)
• Athletic Training (p. 418) (B.S.)
• Biochemistry (p. 389) (B.S.)
• Biology (p. 355) (B.A., B.S., m)
  • Aquatic Science Concentration (B.A., B.S.)
  • Biomedical Science Concentration (B.A., B.S.)
  • Cellular and Molecular Concentration (B.A., B.S.)
  • Environmental Science Concentration (B.A., B.S.)
  • Plant and Fungal Concentration (B.A., B.S.)
• Biology Education (p. 355) (B.S., m)
• Chemistry with American Chemical Society (ACS) Certification (p. 389) (B.S.)
  • Business Concentration (B.S.)
  • Chemistry (m)
  • Environmental Science Concentration (B.S.)
• Chemistry Education (p. 389) (B.S., m)
• Clinical Laboratory Science (p. 403) (B.S.)
• Computational Science (p. 406) (m)
• Computer Science (p. 406) (B.S., m)
• Computer Science Education (p. 406) (B.S., m)
• Earth Science (p. 431) (m)
• Exercise and Sport Science (p. 418)
  • Exercise Science Emphasis
  • Fitness Track (B.S.)
  • Pre-Professional Track (B.S.)
  • Physical Education Emphasis (B.S.)
  • Sport Management Emphasis (B.S.)
• General Science Education (p. 386) (Broad Field; second major only; open to Early Adolescence-Adolescence teacher certification program only)
• Geography (p. 431) (B.A., B.S., m)
  • Environmental Science Concentration (B.A., B.S.)
  • Geographic Information Science Concentration (B.A., B.S., m)
• Geoarchaeology (p. 431) (m)
• Geography Education (p. 431) (B.S., m)
• Health and Wellness Management (p. 449) (B.S.)
• Inclusive Recreation (p. 514) (m)
• Mathematics (p. 457) (B.A., B.S., m)
  • Applied Emphasis (B.A., B.S.)
  • Education Emphasis (B.A., B.S., m)
• Mathematics Education (p. 457) (B.S., m)
• Microbiology (p. 474) (B.S., m)
  • Biomedical Concentration (B.S.)
  • Business Concentration (B.S.)

Department/units
  • Biology
  • Chemistry and Biochemistry
  • Computer Science
  • Exercise and Sport Science
  • Geography and Earth Science
  • Health Education and Health Promotion
  • Health Professions
    • Nuclear Medicine Technology
    • Occupational Therapy (graduate only)
    • Physical Therapy (graduate only)
    • Physician Assistant Studies (graduate only)
    • Radiation Therapy
  • Mathematics and Statistics
  • Microbiology
    • Clinical Laboratory Science
  • Physics
  • Recreation Management and Therapeutic Recreation

SAH core requirements (p. 351) Pre-professional tracks (p. 352)
SAH core exemptions (p. 351) Joint institution programs (p. 355)

Majors and minors
• Adapted Physical Education (p. 418) (m)
• Athletic Training (p. 418) (B.S.)
• Biochemistry (p. 389) (B.S.)
• Biology (p. 355) (B.A., B.S., m)
  • Aquatic Science Concentration (B.A., B.S.)
  • Biomedical Science Concentration (B.A., B.S.)
  • Cellular and Molecular Concentration (B.A., B.S.)
  • Environmental Science Concentration (B.A., B.S.)
  • Plant and Fungal Concentration (B.A., B.S.)
• Biology Education (p. 355) (B.S., m)
• Chemistry with American Chemical Society (ACS) Certification (p. 389) (B.S.)
  • Business Concentration (B.S.)
  • Chemistry (m)
  • Environmental Science Concentration (B.S.)
• Chemistry Education (p. 389) (B.S., m)
• Clinical Laboratory Science (p. 403) (B.S.)
• Computational Science (p. 406) (m)
• Computer Science (p. 406) (B.S., m)
• Computer Science Education (p. 406) (B.S., m)
• Earth Science (p. 431) (m)
• Exercise and Sport Science (p. 418)
  • Exercise Science Emphasis
    • Fitness Track (B.S.)
    • Pre-Professional Track (B.S.)
    • Physical Education Emphasis (B.S.)
    • Sport Management Emphasis (B.S.)
• General Science Education (p. 386) (Broad Field; second major only; open to Early Adolescence-Adolescence teacher certification program only)
• Geography (p. 431) (B.A., B.S., m)
  • Environmental Science Concentration (B.A., B.S.)
  • Geographic Information Science Concentration (B.A., B.S., m)
• Geoarchaeology (p. 431) (m)
• Geography Education (p. 431) (B.S., m)
• Health and Wellness Management (p. 449) (B.S.)
• Inclusive Recreation (p. 514) (m)
• Mathematics (p. 457) (B.A., B.S., m)
  • Applied Emphasis (B.A., B.S.)
  • Education Emphasis (B.A., B.S., m)
• Mathematics Education (p. 457) (B.S., m)
• Microbiology (p. 474) (B.S., m)
  • Biomedical Concentration (B.S.)
  • Business Concentration (B.S.)
• Environmental Science Concentration (B.S.)
• Nuclear Medicine Technology (p. 485) (B.S.)
• Nutrition (p. 488) (m)
• Physics (p. 488) (B.A., B.S., m)
  • Astronomy Emphasis (B.A., B.S., m)
  • Biomedical Concentration (B.S.)
  • Business Concentration (B.S.)
  • Computational Physics Emphasis (B.S.)
  • Optics Emphasis (B.S.)
• Physics Education (p. 488) (B.S., m)
• Public Health and Community Health Education (p. 449) (B.S.)
• Radiation Therapy (p. 514) (B.S.)
• Recreation Therapy (p. 511) (B.S.)
• Recreation Management (p. 514) (m)
  • Community-based Recreation Emphasis (B.S.)
  • Generalist Emphasis (B.S.)
  • Outdoor Recreation Emphasis (B.S.)
• School Health Education (p. 449) (B.S., m)
• Statistics (p. 457) (B.S., m)
• Actuarial Science Concentration (B.S.)
• Therapeutic Recreation (p. 514) (B.S.)

Dual degree programs

• Biology/Physical Therapy (p. 355)
• Chemistry/Engineering (p. 389)
• Computer Science/Engineering (p. 406)
• Computer Science/Software Engineering (p. 406)
• Mathematics/Engineering (p. 457)
• Physics/Engineering (p. 488)
• Physics/Physical Therapy (p. 488)

Concentrations

• Coaching Competitive Athletics (p. 418)

College of Science and Health (SAH)
Bachelor of Arts core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

College of Science and Health (SAH) Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or
2. Complete an individualized option, consisting of 15 credits.
   a. These courses must be from the College of Liberal Studies/School of Arts and Communication.
   b. At least 9 credits must be earned at the 300/400 level.
   c. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
   d. Internship credits may not count toward the individualized option.

College of Science and Health (SAH) Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

SAH college core exemptions

Students participating in the following programs are exempt from the college core requirements:

Athletic Training
Pre-professional curricula

www.uwlax.edu/sah/pre-professional-programs/

Students are provided the opportunity to complete requirements in a variety of pre-professional fields on the campus prior to applying to other colleges and universities for admission to their professional programs. Pre-professional program requirements vary widely; some require a degree while others do not. Students are expected to be aware of the requirements of the school to which they plan to apply; therefore, they need to select their course work carefully. Pre-professional advisors on the campus can be of assistance to students in designing a curriculum in such programs. Contact one of the pre-professional advisors (http://www.uwlax.edu/sah/pre-professional-programs) or inquire at the College of Science and Health Academic Services Office, 205 Graff Main Hall for more information. Pre-professional programs are NOT declared majors and are referred to as “tracks” in the WINGS student information center.

Pre-chiropractic track

Pre-chiropractic students enroll at UWL for at least three years (90 credits) before being admitted to professional chiropractic schools; however, most chiropractic colleges strongly recommend a bachelor’s degree. Students should sample liberally from the general education curriculum (English, communication, psychology, other humanities and social sciences). Minimal science requirements are 24 credits (biology, chemistry, physics). Some chiropractic universities require more than 24 credits of science coursework. Contact the pre-chiropractic advisor (http://www.uwlax.edu/sah/pre-chiropractic) or explore the website for more information.

Pre-dentistry track

The usual pre-professional education requirements for admission to dental school stipulate two academic years of liberal arts study; however, many of the dental schools in the United States require three years of college education, and most prefer baccalaureate degree candidates. Dental school requirements in pre-professional curricula vary but a first year basically includes:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 303</td>
<td>Vertebrate Form and Function</td>
<td>4-8</td>
</tr>
<tr>
<td>BIO 312 &amp; BIO 313</td>
<td>Human Anatomy and Physiology I and Human Anatomy and Physiology II</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

Pre-engineering track

Most of the basic mathematics, chemistry and physics courses that the prospective engineer needs in the first two years of an engineering curriculum can be taken at UWL, and a wide choice of electives is also available. In the first two years, every pre-engineer should complete three semesters of calculus, two semesters of chemistry, and two semesters of physics. Since requirements vary with the engineering school and the particular major, students should see the pre-engineering advisor (http://www.uwlax.edu/sah/engineering) in the chemistry, computer science, mathematics, or physics department as early as possible. The advisor can furnish information about specific majors within engineering schools. Engineering curricula require four or more years of study; therefore, students spending the first two years at UWL will need to spend two or more years at an engineering school to complete degree requirements.

Pre-forestry (natural resources, conservation, wildlife management) track

A curriculum is available to meet the needs of the majority of students who will later major in such diverse fields as wildlife management, forestry, and conservation education. However, students entering one of these fields are reminded that most forestry schools set their own requirements for admission, and thus, it is imperative that exact requirements be obtained from current catalogs of the schools to which students plan to transfer to complete their professional training. Generally, the requirement for admission with junior standing to professional school is 60 semester hours. In some cases, students will find it advantageous to earn a bachelor’s degree before entering the professional program. Students may do so by continuing for two more academic years at UWL and fulfilling requirements prescribed for that degree. Students electing to follow this plan should allow extra years to complete graduate work in the professional school. Students are urged to contact the university’s pre-forestry advisor (http://www.uwlax.edu/sah/pre-forestry) early in their first semester.

Pre-medicine track

Minimal academic requirements to qualify for admission to medical school include a number of courses as part of, or in addition to, a regular academic major leading to a baccalaureate degree. Pre-medicine requirements include at least eight semester hours in biology (general and advanced biology courses); 16 semester hours of chemistry including one year of general and eight semester hours of organic; two semesters of mathematics through pre-calculus and statistics; eight
semester hours of physics; and three-six semester hours of English (writing intensive and/or upper division coursework may be required). Academic preparation in all of these areas is available at UWL.

Although the majority of pre-medical students major in chemistry, biology, or microbiology, the student may major in any field of interest as long as the minimal requirements are satisfied.

Admission to medical school is highly competitive, and admission decisions are based on factors such as overall grade point average, grade point average in the required science courses, performance on the national Medical College Admission Test (MCAT), usually taken in the spring of the junior year, non-academic credentials (activities and work experiences), letters of evaluation from faculty, and a personal interview. Contact the pre-med advisor (http://www.uwlax.edu/SAH/Medicine) or explore the website for more information.

**Pre-occupational therapy track**

Occupational therapists are health professionals who work with individuals to maximize performance in their everyday life tasks when impacted by injury, disease, or other health risk. Occupational therapists are part of a healthcare team that may also include physicians, physician assistants, physical therapists, speech pathologists, and recreational therapists. "Occupation" refers to those everyday meaningful tasks that individuals do each day. The goal of occupational therapy is to help individuals successfully engage in purposeful tasks that comprise daily life.

Undergraduate students interested in occupational therapy must declare an undergraduate major. In addition to declaring an undergraduate major, students then select pre-professional occupational therapy as a secondary area of interest.

General admission requirements (http://www.uwlax.edu/Occupational-Therapy-MS/Admission-requirements) for the UW-La Crosse occupational therapy graduate program (http://www.uwlax.edu/occupational-therapy-ms) include:

- An undergraduate degree or completion of an undergraduate degree prior to starting the program
- Completion of all prerequisite course work including

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 312</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>PHY 125</td>
<td>Physics for the Life Sciences</td>
<td>4</td>
</tr>
<tr>
<td>PSY 212</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 204</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Sociology or anthropology course</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

- Minimum grade attainment of at least a 3.00 cumulative GPA
- No more than two prerequisite courses with a grade of "C"
- No prerequisite course work with a grade below "C"

The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number is 301.652.6611 x2914. Their fax number is 240.762.5140, email is accred@aota.org, and webpage is www.acoteonline.org (http://www.acoteonline.org). The program is 30 months long and includes six months of full-time Level II fieldwork. Students must complete Level II fieldwork within 24 months of the completion of the didactic portion of the curriculum in order to graduate. Graduates of the program will be eligible to sit for the national certification examination for occupational therapy administered by the National Board for certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice, however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

**Pre-optometry track**

Students should plan to complete an undergraduate degree in some field (usually biology or chemistry). Typical requirements for admission to an optometry program include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>General Biology and Organismal Biology</td>
<td>5</td>
</tr>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHM 104</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 300</td>
<td>Survey of Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>or CHM 303</td>
<td>Organic Chemistry Theory I</td>
<td>3</td>
</tr>
<tr>
<td>&amp; CHM 304</td>
<td>Organic Chemistry Theory II</td>
<td>3</td>
</tr>
<tr>
<td>&amp; CHM 305</td>
<td>Organic Chemistry Laboratory</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 103</td>
<td>Fundamental Physics I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; PHY 104</td>
<td>Fundamental Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PH 203</td>
<td>General Physics I</td>
<td>3</td>
</tr>
<tr>
<td>&amp; PHY 204</td>
<td>General Physics II</td>
<td>3</td>
</tr>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
<td>5</td>
</tr>
</tbody>
</table>

Additional courses in English, Psychology and Sociology, along with additional electives in biology are usually also required. Consult the pre-optometry advisor (http://www.uwlax.edu/SAH/Pre-Optometry) for complete undergraduate curriculum requirements. The Optometry Admission Test (OAT) must be taken before or during the semester in which students apply for admission to a school of optometry.

**Pre-osteopathic medicine track**

The statement in the section on pre-medicine (http://www.uwlax.edu/SAH/Medicine) applies equally to pre-osteopathic (http://www.uwlax.edu/SAH/Osteopathy) medicine. Medical school and osteopathic curricula are nearly identical, and the practice of medicine by graduates of either type of school is essentially identical. Osteopathy is best considered an alternative within medicine rather than an alternative to medicine.

**Pre-pharmacy track**

Most pharmacy programs offer the Doctor of Pharmacy degree. These programs involve a pre-pharmacy curriculum (http://www.uwlax.edu/SAH/Pharmacy) of about 70 credits that can be taken at UWL. The professional program that is taken at a College of Pharmacy is an additional four years. The pre-pharmacy curriculum is set by the individual colleges of pharmacy but generally consists of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 312</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 306</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>or BIO 315</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
</tbody>
</table>
Physical Therapy Centralized Application Service (PTCAS).

The UWL PT Program participates in the PTCAS. Typically conducts early and general admissions screening of completed applications. The UWL PT Program participates in the Physical Therapy Centralized Application Service (PTCAS).

Pre-physical therapy track

Undergraduate students interested in physical therapy must declare an undergraduate major. Typical majors include biology, exercise & sport science, psychology, and physics but other majors are equally appropriate and feasible with appropriate planning. In addition to declaring an undergraduate major, students may select pre-professional physical therapy as a secondary area of interest. Dual degree agreements are available for biology majors and physics majors in which students receive both a bachelor of science and a graduate physical therapy degree from UW-La Crosse. The total length of time for both degrees is approximately five and three-quarter years. It is important that students selecting this option work with their major advisor early and declare their intent officially.

General admission requirements (http://www.uwlax.edu/Physical-Therapy-DPT/Admission-requirements), including specific application instructions and deadlines, for the UW-La Crosse physical therapy graduate program (http://www.uwlax.edu/physical-therapy-dpt) include:

- An undergraduate degree or completion of an undergraduate degree prior to starting the program (except for declared dual degree students)
- Completion of all prerequisite course work including
  - BIO 105 General Biology
  - BIO 312 Human Anatomy and Physiology I
  - BIO 313 Human Anatomy and Physiology II
  - CHM 103 General Chemistry I
  - CHM 104 General Chemistry II
  - PHY 103 Fundamental Physics I
  - or PHY 203 General Physics I
  - PHY 104 Fundamental Physics II
  - or PHY 204 General Physics II
- Any psychology course
- Any sociology course or a second psychology course
- MTH 145 Elementary Statistics

- Attainment of at least a 3.00 cumulative GPA
- Completion of required volunteer experiences with letters of recommendation
- Completion and submission of Graduate Records Examination (GRE) scores

The program typically conducts early and general admissions screening of completed applications. The UWL PT Program participates in the Physical Therapy Centralized Application Service (PTCAS).

Pre-physician assistant studies track

Physician assistants (PAs) practice medicine with physician supervision. To become a PA, students must be admitted to an accredited PA education program. Like many PA programs across the country, the UW-L – Gundersen – Mayo Physician Assistant Program (http://www.uwlax.edu/pastudies) is a graduate program. Thus, undergraduate students interested in the UWL program must declare a primary undergraduate major in another field in order to complete a baccalaureate degree. Pre-physician assistant studies then may be selected as a track and an appropriate academic advisor will be assigned.

Pre-requisite requirements are quite variable among the appropriate 140 PA programs across the country. For the UWL graduate PA program, at a minimum the following prerequisite requirements apply:

**Biology:** At least 14 semester hours of biology including at least two lab courses:

- BIO 312 Human Anatomy and Physiology I
- BIO 313 Human Anatomy and Physiology II
- MIC 230 Fundamentals of Microbiology

Select one of the following:

- BIO 306 Genetics
- BIO 406 Parasitology
- BIO 408 Developmental Biology
- BIO 413 Medical Mycology
- BIO 424 Human Endocrinology
- BIO 432 Biology of Cancer
- BIO 443 Molecular Mechanism of Disease and Drug Action
- BIO 465 Neurophysiology
- BIO 466 Human Molecular Genetics
- MIC 310 Immunology
- MIC 410 Immunology Laboratory

**Chemistry:** A minimum of 11 semester hours of chemistry including at least two of these courses which must include laboratory:

- CHM 103 General Chemistry I
- or CHM 104 General Chemistry II

Select one of the following:

- CHM 300 Survey of Organic Chemistry
- CHM 303 Organic Chemistry Theory I & CHM 304 and Organic Chemistry Theory II

Select one of the following:

- CHM 325 Fundamental Biochemistry
- CHM 417 Biochemistry I: Macromolecules
  & CHM 418 & Biochemistry II: Metabolism and Genetic Information
- BIO 315 Cell Biology
- BIO 435 Molecular Biology

**Mathematics:** A minimum of two semesters including:

- MTH 151 Precalculus
- or MTH 207 Calculus I
- MTH 145 Elementary Statistics
- or MTH 405 Statistical Methods

**Psychology:**
Academic Aptitude: A minimum cumulative GPA on all post-high school courses of 3.00. A minimum science GPA of 3.00. Submission of Graduate Record Exam (GRE) scores is required.

Health Care Experience: Prior direct patient care health experience is expected. Such experience provides evidence of a career commitment to healthcare as a PA.

Application to the UW – Gundersen – Mayo PA program should be made during the summer prior to the expected year of graduation. Pre-PA students should consider making application to several PA programs and carefully review the specific requirements of the programs in which they are interested. Many programs, including the UW – Gundersen – Mayo PA program, utilize the Centralized Application Service for Physician Assistants (CASPA) and require a program specific supplemental application.

Pre-podiatry track
A podiatrist is a medical specialist who has unlimited licensure to practice on the ankle and foot. Requirements for admission to a school of podiatric medicine (http://www.uwlax.edu/SAH/Podiatry) are the same as those listed in the pre-medicine (http://www.uwlax.edu/SAH/ Medicine) section.

Pre-veterinary track
The University of Wisconsin-La Crosse offers courses that satisfy the requirements for admission to any school of veterinary medicine. Requirements generally include courses in biology, microbiology, chemistry, physics, English composition, mathematics, social sciences, and humanities. Several majors at UWL (particularly biology, microbiology and chemistry) provide an excellent basis for meeting course requirements while pursuing a bachelor’s degree. Applicants are also required to take the Graduate Record Exam (GRE) and have documented animal work experience. Check veterinary schools’ websites for the most current information. Contact the pre-veterinary medicine advisor (http://www.uwlax.edu/SAH/Veterinary-Medicine) for more information.

Joint institution programs
International dual degree program in computer science: The College of Science and Health administers a joint degree program with South Central University for Nationalities (http://catalog.uwlax.edu/undergraduate/scienceandhealth/SCUN_Agreement_with_UWL_-_2011.pdf) (SCUN), China. Chinese students at SCUN may enroll in this 3+2 program to receive degrees from both institutions; students complete three years of undergraduate degree work at SCUN and two years of graduate work at UWL. Successful completion of all program requirements results in the conferring of the Bachelor of Science in Computer Science degree by SCUN and the conferring of a Master of Software Engineering degree by UW-La Crosse.

WTC: Articulation agreements between Western Technical College (WTC) and UWL facilitate the transfer of credit between the two institutions. The following College of Science and Health programs are affected:

- Computer Science-Computer Engineering Technology Concentration: Computer Engineering Technology and Electrical Engineering Technology students may transfer into UWL’s program with partial credit already completed.
- Nuclear Medicine Technology: Radiography students may transfer into UWL’s program with partial credit already completed.
- Radiation Therapy: Radiography students may transfer into UWL’s program with partial credit already completed.

Other institutions: The following College of Science and Health programs have joint programs with other Wisconsin Technical College System institutions:

- Nuclear Medicine Technology: Radiography students from Chippewa Valley Technical College, Milwaukee Area Technical College, and Northcentral Technical College may transfer into UWL’s program with partial credit already completed.
- Radiation Therapy: Radiography students from Blackhawk Technical College, Chippewa Valley Technical College, Lakeshore Technical College, Madison College, Milwaukee Area Technical College, and Northcentral Technical College may transfer into UWL’s program with partial credit already completed.
- Recreation Management: Recreation Management students from Madison College may transfer into UWL’s program with partial credit already completed.

Contact the UWL Admissions Office (http://www.uwlax.edu/admissions/international-student) for more specific information on these joint programs. Students who earned an associate degree from another UW System institution are exempt from UWL’s general education requirements, although students must still meet all other UW degree, college, and major requirements.

Biology Department (BIO)

College of Science and Health
Interim Department Chair: Michael Abler
3020 Cowley Hall; 608.785.6962
Email: mabler@uwlax.edu

Interim Associate Chair: Margaret Maher
0024 Health Science Center; 608.785.6967
Email: mmaher@uwlax.edu

www.uwlax.edu/biology

Awarded the University of Wisconsin System Board of Regents Teaching Excellence Award for the best UW System department in 2013, the Department of Biology supports undergraduate and graduate programs in biological sciences. Undergraduate students pursuing a major in biology complete foundation course work that includes courses in introductory biology, organismal biology, cell biology, genetics, and ecology. Because biologists must understand chemistry, biology majors complete at least three semesters of chemistry, including organic chemistry. Each student may plan his/her own electives and specialize in one of several subdisciplines within biology or specialize in field studies or laboratory studies. Some elective courses require off-campus trips to field stations in northern Wisconsin. Other courses make use of several unique ecological habitats close to campus. The Mississippi River and the La Crosse River Marsh are within blocks of the campus and are also used for outdoor laboratory studies. In addition, modern
laboratory facilities and use of high tech research equipment prepare students for careers in the emerging fields of biotechnology.

Students develop a curriculum around specific career goals. Each student meets individually with their faculty adviser each semester. The diversity of the faculty in the department provides a wide array of both classroom and non-classroom opportunities for student learning.

Undergraduate research is an important part of the biology program and provides excellent opportunities for students to receive both individualized and unique learning experiences. Graduates of the programs in biology have traditionally been very competitive in the job markets and for entrance into graduate and other professional programs. In the last four years, 65% of biology majors have gone onto graduate or professional school, and 98% of the remaining students were employed within a year of graduation.

The Department of Biology has established a number of partnerships with local, state, and regional environmental and aquatic science research centers, biotechnology firms, and allied health care institutions. These partnerships provide undergraduate students with the opportunity to interact with practicing scientists in a wide variety of professions including medical sciences, river studies, aquatic toxicology, fisheries biology, watershed studies, food science, and seed genetics to name a few. These opportunities are in the form of internships, job shadowing, and undergraduate research, some of which are university funded. Many of these experiences result in summer jobs and part-time employment for students.

General education writing emphasis
This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

2016-17 Faculty/Staff
The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor
Raymond Abhold
A. Glenn Brice
Scott Cooper
Daniel Gerber
Rick Gillis
Roger Haro
Margaret Maher
Jennifer Miskowski
Mark Sandheinrich
Meredith Thomsen
Thomas Volk

Associate Professor
Michael Abler
Anita Baines
Anne Galbraith
Tisha King-Heiden
Sumei Liu
Gregory Sandland
Bradley Seebach
Eric Strauss

Assistant Professor
Sierra Colavito
Gretchen Gerrish
Barrett Klein
Jennifer Klein
Megan Litster
Todd Osmundson
Anton Sanderfoot
Christine Schwartz
Eric Snively

Senior Lecturer
Kerrie Hoar

Lecturer
Lee Baines
Faye Ellis
Kristin Greany
Lisa Kobs
Markus Mika
Teresa Mika
Renee Redman

Associate Lecturer
Rebecca Werren

Laboratory Manager I
Franklin Greene
Kurt Grunwald
Elisabeth Paluch
## Administrative Support

Amy Servais

## Majors

- Biology major - BA (p. 357)
- Biology major - BS (p. 359)
- Biology major: aquatic science concentration - BA (p. 362)
- Biology major: aquatic science concentration - BS (p. 364)
- Biology major: biomedical science concentration - BA (p. 366)
- Biology major: biomedical science concentration - BS (p. 368)
- Biology major: cellular and molecular biology concentration - BA (p. 370)
- Biology major: cellular and molecular biology concentration - BS (p. 373)
- Biology major: environmental science concentration - BA (p. 375)
- Biology major: environmental science concentration - BS (p. 377)
- Biology major: plant and fungal biology concentration - BA (p. 379)
- Biology major: plant and fungal biology concentration - BS (p. 381)
- Biology education major: early adolescence-adolescence certification - BA (p. 383)
- General science education (broad field) major (early adolescence-adolescence certification) - second major only (p. 386)
- Dual degree program in biology and physical therapy (p. 387)

## Minors

- Biology minor (p. 389)
- Biology education minor (p. 389)

## Biology Major - Bachelor of Arts (BA)

### Major requirements

(All colleges, excluding teacher certification programs)

39 credits (58 total credits including CHM and MTH requirements)

*Each student must have a minimum of three 400 level BIO credits (excluding BIO 450, 479, 491, 495, and 499) to fulfill requirements of the major.*

### Select one upper level (300/400) lab component 1-4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 203</td>
<td>Organismal Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 306</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 307</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 491</td>
<td>Capstone Seminar in Biology</td>
<td>1</td>
</tr>
</tbody>
</table>

### Major requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 202</td>
<td>Introduction to Biological Data Analysis and Interpretation</td>
<td>4</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Animal Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 302</td>
<td>Introductory Plant Identification</td>
<td>1</td>
</tr>
<tr>
<td>BIO 303</td>
<td>Vertebrate Form and Function</td>
<td>1</td>
</tr>
<tr>
<td>BIO 312</td>
<td>Human Anatomy and Physiology I</td>
<td>1</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Human Anatomy and Physiology II</td>
<td>1</td>
</tr>
<tr>
<td>BIO 321</td>
<td>Ornithology</td>
<td>1</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Economic Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIO 333</td>
<td>Radiation Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 337</td>
<td>Plant Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 341</td>
<td>Limnology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 401</td>
<td>Comparative Vertebrate Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 404</td>
<td>Plant Taxonomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 405</td>
<td>Aquatic and Wetland Vascular Plants</td>
<td>4</td>
</tr>
<tr>
<td>BIO 406</td>
<td>Parasitology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 408</td>
<td>Developmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 410</td>
<td>Human Cadaver Dissection</td>
<td>4</td>
</tr>
<tr>
<td>BIO 412</td>
<td>Mycology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 413</td>
<td>Medical Mycology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 414</td>
<td>Freshwater Invertebrate Zoology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 419</td>
<td>Quantitative Methods in Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 422</td>
<td>Ichthyology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 424</td>
<td>Human Endocrinology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 428</td>
<td>Advanced Nutrition for the Health Professions</td>
<td>4</td>
</tr>
<tr>
<td>BIO 429</td>
<td>Evolution</td>
<td>4</td>
</tr>
<tr>
<td>BIO 432</td>
<td>Biology of Cancer</td>
<td>4</td>
</tr>
<tr>
<td>BIO 435</td>
<td>Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 436</td>
<td>Molecular Biology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 437</td>
<td>Plant Growth and Development</td>
<td>4</td>
</tr>
<tr>
<td>BIO 439</td>
<td>Plant Anatomy</td>
<td>4</td>
</tr>
</tbody>
</table>
BIO 440  Bioinformatics
BIO 441  Environmental Toxicology
BIO 442  Plant Microbe Interactions
BIO 443  Molecular Mechanism of Disease and Drug Action
BIO 446  Animal Behavior
BIO 447  Standard Methods\Quality Assurance Water Analyses
BIO 449  Advanced Microscopy and Biological Imaging
BIO 456  Plant Ecology
BIO 458  Comparative Animal Physiology
BIO 464  Stream and Watershed Ecology
BIO 465  Neurophysiology
BIO 466  Human Molecular Genetics
BIO 467  Neurobiology Laboratory Techniques
BIO 468  Human Molecular Genetics Lab
BIO 473  Marine Biology
BIO 476  Ecosystem Ecology
BIO 488  Mammalogy
MIC 230  Fundamentals of Microbiology
MIC 310  Immunology
MIC 350  Bacterial Diversity
MIC 380  Food Microbiology
MIC 410  Immunology Laboratory
MIC 420  Introductory Virology
MIC 421  Virology Laboratory
MIC 427  Industrial and Fermentation Microbiology
MIC 428  Fermentation Microbiology Laboratory
MIC 434  Aquatic Microbial Ecology

Select three semesters of chemistry, including: 15-18
CHM 103  General Chemistry I
CHM 104  General Chemistry II
And one of the following organic chemistry options:
Option 1:
CHM 300  Survey of Organic Chemistry
Option 2:
CHM 303 & CHM 304  Organic Chemistry Theory I and Organic Chemistry Theory II
& CHM 305  and Organic Chemistry Laboratory

Math requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>58-61</td>
</tr>
</tbody>
</table>

1. A maximum of eight credits of BIO 303, BIO 312, BIO 313 can be applied to the major.
2. Up to two credits of BIO 499 may be used as electives.

### Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 358)
- Baccalaureate degree requirements (p. 358)

### College of Science and Health (SAH) Bachelor of Arts core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 210, BIO 304, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

**Note:** Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

**For the Bachelor of Arts degree,** students must complete a major from the college and proficiency in a foreign language at the 202 level or an ESL proficiency score of 80 or above on the La Crosse Battery of exams for non-native speakers of English. Contact the “English as a Second Language Institute” for eligibility and regulations. Students must also complete one of the following options. It is recommended that courses are selected in consultation with your advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or
2. Complete an individualized option, consisting of 15 credits.
   a. These courses must be from the College of Liberal Studies/School of Arts and Communication.
   b. At least 9 credits must be earned at the 300/400 level.
   c. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
   d. Internship credits may not count toward the individualized option.

### Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 311).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has
registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration of the major and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105 (Gen Ed Natural Lab Science)</td>
<td>4 ENG 110 or 112 (Gen Ed Literacy Written)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 150 (Gen Ed Math)</td>
<td>4 Gen Ed Self &amp; Society</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3 CHM 103 (Gen Ed Natural Lab Science)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World HIS)</td>
<td>3 BIO 203</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 15

### Year 2

<table>
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<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 145 (Gen Ed Lang/Logical Systems)</td>
<td>4 BIO 306</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIO 307</td>
<td>3 CHM 300</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CHM 104</td>
<td>5 Gen Ed Minority Cultures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>2-3 Gen Ed Hum-Lit</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3 202-level Language (SAH BA Core)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

### Year 3

<table>
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<th>Fall</th>
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<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO Elective (300/400 lab)</td>
<td>4 BIO 315</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIO Elective</td>
<td>3 Gen Ed Global Studies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3 Gen Ed Health &amp; Well Being</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SAH Core (300/400 CLS elec) or CLS Minor</td>
<td>3 SAH Core or CLS Minor</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>16</td>
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</table>

### Year 4

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td>BIO Elective</td>
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<td>3 BIO Elective (300/400 level)</td>
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<td>3 University Elective (300/400 level)</td>
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<td>SAH Core or CLS Minor</td>
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</table>

Total Credits: 120

1 See SAH BA Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

### Biology Major - Bachelor of Science (BS)

**Major requirements**

(All colleges, excluding teacher certification programs)

39 credits (58 total credits including CHM and MTH requirements)

Each student must have a minimum of three 400 level BIO credits (excluding BIO 450, 479, 489, 491, 495, and 499) to fulfill requirements of the major.

<p>| BIO 105 | General Biology | 4 |
| BIO 203 | Organismal Biology | 4 |
| BIO 306 | Genetics | 4 |
| BIO 307 | Ecology | 3 |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 315</td>
<td>Cell Biology</td>
<td>4</td>
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<tr>
<td>BIO 491</td>
<td>Capstone Seminar in Biology</td>
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<tr>
<td><strong>Select one upper level (300/400) lab component</strong></td>
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<td>BIO 302</td>
<td>Introductory Plant Identification</td>
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<td>BIO 303</td>
<td>Vertebrate Form and Function</td>
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<td>Ornithology</td>
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<td>BIO 428</td>
<td>Advanced Nutrition for the Health Professions</td>
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<tr>
<td>BIO 429</td>
<td>Evolution</td>
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<tr>
<td>BIO 432</td>
<td>Biology of Cancer</td>
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<tr>
<td>BIO 435</td>
<td>Molecular Biology</td>
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<tr>
<td>BIO 436</td>
<td>Molecular Biology Laboratory</td>
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<td>BIO 437</td>
<td>Plant Growth and Development</td>
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<td>BIO 440</td>
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<td>BIO 441</td>
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<tr>
<td>BIO 442</td>
<td>Plant Microbe Interactions</td>
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<tr>
<td>BIO 443</td>
<td>Molecular Mechanism of Disease and Drug Action</td>
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<td>BIO 446</td>
<td>Plant Ecology</td>
<td></td>
</tr>
<tr>
<td>BIO 447</td>
<td>Survey of Organic Chemistry</td>
<td></td>
</tr>
<tr>
<td>BIO 448</td>
<td>General Chemistry I</td>
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<tr>
<td>BIO 449</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>BIO 464</td>
<td>Stream and Watershed Ecology</td>
<td></td>
</tr>
<tr>
<td>BIO 465</td>
<td>Neurophysiology</td>
<td></td>
</tr>
<tr>
<td>BIO 466</td>
<td>Human Molecular Genetics</td>
<td></td>
</tr>
<tr>
<td>BIO 467</td>
<td>Neurobiology Laboratory Techniques</td>
<td></td>
</tr>
<tr>
<td>BIO 468</td>
<td>Human Molecular Genetics Lab</td>
<td></td>
</tr>
<tr>
<td>BIO 473</td>
<td>Marine Biology</td>
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</tr>
<tr>
<td>BIO 476</td>
<td>Ecosystem Ecology</td>
<td></td>
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<tr>
<td>BIO 488</td>
<td>Mammalogy</td>
<td></td>
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<tr>
<td>MIC 230</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>MIC 310</td>
<td>Immunology</td>
<td></td>
</tr>
<tr>
<td>MIC 350</td>
<td>Bacterial Diversity</td>
<td></td>
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<tr>
<td>MIC 380</td>
<td>Food Microbiology</td>
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<tr>
<td>MIC 410</td>
<td>Immunology Laboratory</td>
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<tr>
<td>MIC 421</td>
<td>Virology Laboratory</td>
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<tr>
<td>MIC 427</td>
<td>Industrial and Fermentation Microbiology</td>
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<tr>
<td>MIC 428</td>
<td>Fermentation Microbiology Laboratory</td>
<td></td>
</tr>
<tr>
<td>MIC 434</td>
<td>Aquatic Microbial Ecology</td>
<td></td>
</tr>
</tbody>
</table>

**Select 16-18 credits of electives from the following:**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 202</td>
<td>Introduction to Biological Data Analysis and Interpretation</td>
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<td>BIO 210</td>
<td>Animal Biology</td>
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</tr>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
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</tbody>
</table>

**Total Credits**: 58-61

1 A maximum of eight credits of BIO 303, BIO 312, BIO 313 can be applied to the major.
Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 361)
- Baccalaureate degree requirements (p. 361)

College of Science and Health (SAH) Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors may use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cprod/?cmd=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.
This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

**Major requirements**

(All colleges, excluding teacher certification programs)

39 credits (67 total credits including CHM and MTH requirements)

*Each student must have a minimum of three 400 level BIO credits (excluding BIO 450, 479, 489, 491, 495, and 499) to fulfill requirements of the major.*

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<tr>
<th>BIO 105</th>
<th>General Biology</th>
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<tbody>
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<td>BIO 203</td>
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<td>BIO 307</td>
<td>Ecology</td>
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<td>BIO 315</td>
<td>Cell Biology</td>
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<td>BIO 341</td>
<td>Limnology</td>
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</tr>
<tr>
<td>BIO 491</td>
<td>Capstone Seminar in Biology</td>
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</tr>
<tr>
<td>MIC 230</td>
<td>Fundamentals of Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective credits**

12

Select eight credits of electives from List I. Remaining four credits may come from List I or List II (up to two credits of BIO 499 may count).

**List I electives:**

- BIO 405 Aquatic and Wetland Vascular Plants
- BIO 414 Freshwater Invertebrate Zoology
- BIO 422 Ichthyology
- BIO 447 Standard Methods/Quality Assurance Water Analyses
- BIO 464 Stream and Watershed Ecology
- BIO 473 Marine Biology
- MIC 434 Aquatic Microbial Ecology

**List II electives:**

- BIO 406 Parasitology
- BIO 419 Quantitative Methods in Ecology
- BIO 421 Comparative Vertebrate Endocrinology
- BIO 441 Environmental Toxicology
- BIO 446 Animal Behavior
- BIO 458 Comparative Animal Physiology
- BIO 476 Ecosystem Ecology
- BIO 499 Independent Research (up to two credits)

**Select a minimum of 20 chemistry credits, including:**

<table>
<thead>
<tr>
<th>CHM 103</th>
<th>General Chemistry I</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
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</tr>
<tr>
<td>CHM 301</td>
<td>Analytical Chemistry</td>
<td>5</td>
</tr>
</tbody>
</table>

And one of the following organic chemistry options:

**Option 1:**

- CHM 300 Survey of Organic Chemistry

**Option 2:**

- CHM 303 Organic Chemistry Theory I
  - CHM 304 Organic Chemistry Theory II
  - CHM 305 Organic Chemistry Laboratory

Select a minimum of eight credits of mathematics including the following:

1 See SAH BS Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.
must accomplish the following:

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

Baccalaureate degree requirements are selected in consultation with your advisor. Complete one of the following options. It is recommended that courses be selected from the Language Institute for non-native speakers of English. Contact the "English as a Second Language Institute" for eligibility and regulations. Students must also complete one of the following options. It is recommended that courses are selected in consultation with your advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or
2. Complete an individualized option, consisting of 15 credits.
   a. These courses must be from the College of Liberal Studies/School of Arts and Communication.
   b. At least 9 credits must be earned at the 300/400 level.
   c. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
   d. Internship credits may not count toward the individualized option.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 363).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

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Sample degree plan

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General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 363)
- Baccalaureate degree requirements (p. 363)

College of Science and Health (SAH) Bachelor of Arts core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 210, BIO 304, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Arts degree, students must complete a major from the college and proficiency in a foreign language at the 200 level or an ESL proficiency score of 80 or above on the La Crosse Battery of exams for non-native speakers of English. Contact the "English as a Second Language Institute" for eligibility and regulations. Students must also complete one of the following options. It is recommended that courses are selected in consultation with your advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 363).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cprod/?cmd=login&languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.
This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Major requirements

(All colleges, excluding teacher certification programs)

39 credits (67 total credits including CHM and MTH requirements)

Each student must have a minimum of three 400 level BIO credits (excluding BIO 450, 479, 489, 491, 495, and 499) to fulfill requirements of the major.

- **BIO 105**: General Biology 4
- **BIO 203**: Organismal Biology 4
- **BIO 306**: Genetics 4
- **BIO 307**: Ecology 3
- **BIO 315**: Cell Biology 4
- **BIO 341**: Limnology 3
- **BIO 491**: Capstone Seminar in Biology 1
- **MIC 230**: Fundamentals of Microbiology 4

### Elective credits

Select eight credits of electives from List I. Remaining four credits may come from List I or List II (up to two credits of BIO 499 may count).

List I electives:

- **BIO 405**: Aquatic and Wetland Vascular Plants
- **BIO 414**: Freshwater Invertebrate Zoology
- **BIO 422**: Ichthyology
- **BIO 447**: Standard Methods/Quality Assurance Water Analyses
- **BIO 464**: Stream and Watershed Ecology
- **BIO 473**: Marine Biology
- **MIC 434**: Aquatic Microbial Ecology

List II electives:

- **BIO 406**: Parasitology
- **BIO 419**: Quantitative Methods in Ecology
- **BIO 421**: Comparative Vertebrate Endocrinology
- **BIO 441**: Environmental Toxicology
- **BIO 446**: Animal Behavior
- **BIO 458**: Comparative Animal Physiology
- **BIO 476**: Ecosystem Ecology
- **BIO 499**: Independent Research (up to two credits)

Select a minimum of 20 chemistry credits, including:

- **CHM 103**: General Chemistry I
- **CHM 104**: General Chemistry II
- **CHM 301**: Analytical Chemistry

And one of the following organic chemistry options:

**Option 1:**
- **CHM 300**: Survey of Organic Chemistry

**Option 2:**
- **CHM 303**: Organic Chemistry Theory I
  & **CHM 304**: Organic Chemistry Theory II
  & **CHM 305**: Organic Chemistry Laboratory

Select a minimum of eight credits of mathematics including the following:

1. See SAH BA Core Requirements (p. 351) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.
Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 365)
- Baccalaureate degree requirements (p. 365)

College of Science and Health (SAH) Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i. 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii. 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cprod/?cmd=login&languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning.

| MTH 145 | Elementary Statistics |
| MTH 265 | Mathematical Models in Biology |
| MTH 175 | Applied Calculus |
| MTH 207 | Calculus I |

Total Credits 67
Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

## Year 1

<table>
<thead>
<tr>
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<th>Fall</th>
<th>Credits</th>
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<td>BLS</td>
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<td>CST</td>
<td>BIO 306</td>
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|                      | 15 | 16 |

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<td>3 SAH Core or Minor</td>
<td>3</td>
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<tr>
<td>CST</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
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</tbody>
</table>

|                      | 17 | 14 |

Total Credits: 120

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1 See SAH BS Core Requirements (p. 351) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.
Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 367)
- Baccalaureate degree requirements (p. 367)

College of Science and Health (SAH)
Bachelor of Arts core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 210, BIO 304, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Arts degree, students must complete a major from the college and proficiency in a foreign language at the 202 level or an ESL proficiency score of 80 or above on the La Crosse Battery of exams for non-native speakers of English. Contact the “English as a Second Language Institute” for eligibility and regulations. Students must also complete one of the following options. It is recommended that courses are selected in consultation with your advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or
2. Complete an individualized option, consisting of 15 credits.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 4).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

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Sample degree plan

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their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**
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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

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<tbody>
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<td>CHM 103 (Gen Ed Natural Lab Science) 5</td>
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<tr>
<td>MTH 150 (Gen Ed Math) 4</td>
<td>BIO 203 4</td>
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<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist) 3</td>
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<td>Gen Ed Self &amp; Society 3</td>
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### Year 2

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<td>BIO 306 4</td>
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<tr>
<td>CHM 104 5</td>
<td>CHM 300 5</td>
</tr>
<tr>
<td>MTH 145 (Gen Ed Lang/Logical Systems) 4</td>
<td>Gen Ed Minority Cultures 3</td>
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<tr>
<td>Gen Ed Arts 2-3</td>
<td>Gen Ed 202-level Language (SAH BA Core) 4</td>
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### Year 3

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<th>Fall Credits</th>
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<td>Biology Elective 3</td>
<td>CHM 301 5</td>
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<td>Gen Ed Health &amp; Well Being 3</td>
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<td>Gen Ed Hum-Lit 3</td>
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### Year 4

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<td>CHM 325 4</td>
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**Total Credits: 120**

1. See SAH BA Core Requirements (p. 351) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

### Biology Major: Biomedical Science Concentration - Bachelor of Science (BS)

**Major requirements**

(All colleges, excluding teacher certification programs)

39 credits (67 total credits including CHM and MTH requirements)

**Each student must have a minimum of three 400 level BIO credits (excluding BIO 450, 479, 491, 491, 495, and 499) to fulfill requirements of the major.**

| BIO 105 | General Biology 4 |
| BIO 203 | Organismal Biology 4 |
| BIO 306 | Genetics 4 |
| BIO 307 | Ecology 3 |
| BIO 312 | Human Anatomy and Physiology I 4 |
| BIO 313 | Human Anatomy and Physiology II 4 |
| BIO 315 | Cell Biology 4 |
| BIO 491 | Capstone Seminar in Biology 1 |

**Select 11 credits of electives from the following:**

11

| BIO 202 | Introduction to Biological Data Analysis and Interpretation |
| BIO 333 | Radiation Biology |
| BIO 401 | Comparative Vertebrate Anatomy |
| BIO 406 | Parasitology |
| BIO 408 | Developmental Biology |
| BIO 410 | Human Cadaver Dissection |
| BIO 413 | Medical Mycology |
| BIO 424 | Human Endocrinology |
| BIO 428 | Advanced Nutrition for the Health Professions |
| BIO 429 | Evolution |
| BIO 432 | Biology of Cancer |
| BIO 435 | Molecular Biology |
| BIO 436 | Molecular Biology Laboratory |
| BIO 440 | Bioinformatics |
| BIO 443 | Molecular Mechanism of Disease and Drug Action |
| BIO 449 | Advanced Microscopy and Biological Imaging |
| BIO 465 | Neurophysiology |
| BIO 466 | Human Molecular Genetics |
| BIO 467 | Neurobiology Laboratory Techniques |
| BIO 468 | Human Molecular Genetics Lab |
| BIO 488 | Mammalogy |
University of Wisconsin-La Crosse

MIC 230  Fundamentals of Microbiology
MIC 310  Immunology
MIC 407  Pathogenic Bacteriology
MIC 410  Immunology Laboratory
MIC 420  Introductory Virology
MIC 421  Virology Laboratory

Up to two elective credits from a combination of the following (only BIO 499 can be taken for two credits):

BIO 450  Internship in Biology
BIO 479  Biology Teaching Assistant
BIO 489  Independent Study in Biology
BIO 495  Service Learning in Biology
BIO 499  Independent Research

Select a minimum of 24 chemistry credits including: 24

CHM 103  General Chemistry I
CHM 104  General Chemistry II
CHM 301  Analytical Chemistry

Select one of the organic chemistry options:

Option 1:
CHM 300  Survey of Organic Chemistry

Option 2:
CHM 303  Organic Chemistry Theory I
& CHM 304  and Organic Chemistry Theory II
& CHM 305  and Organic Chemistry Laboratory

Select one of the following:

CHM 325  Fundamental Biochemistry
CHM 417  Biochemistry I: Macromolecules
& CHM 418  and Biochemistry II: Metabolism and Genetic Information

Math requirement 4

MTH 145  Elementary Statistics

Total Credits 67

Degree requirements
All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 369)
- Baccalaureate degree requirements (p. 369)

College of Science and Health (SAH)
Bachelor of Science core requirements
B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

1 The list of exempted SAH programs is below.

Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.
Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/spsp/cspred/?cm=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student's program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>BIO 203</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 150 (Gen Ed Math)</td>
<td>4</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>CHM 103</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 145 (Gen Ed Lang/Logical Systems)</td>
<td>4</td>
<td>BIO 306</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Biology Major: Cellular and Molecular Concentration - Bachelor of Arts (BA)

Major requirements

(All colleges, excluding teacher certification programs)

39 credits (71 total credits including CHM and MTH requirements)

Each student must have a minimum of three 400 level BIO credits (excluding BIO 450, 479, 489, 491, 495, and 499) to fulfill requirements of the major.

| BIO 105 | General Biology | 4 |
| BIO 203 | Organismal Biology | 4 |
| BIO 306 | Genetics | 4 |
| BIO 307 | Ecology | 3 |
| BIO 315 | Cell Biology | 4 |
| BIO 435 | Molecular Biology | 3 |
| BIO 436 | Molecular Biology Laboratory | 1 |
| BIO 440 | Bioinformatics | 2 |
| BIO 491 | Capstone Seminar in Biology | 1 |

Select 13 credits of electives from the following: 1

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
</tr>
</tbody>
</table>

1 See SAH BS Core Requirements (p. 351) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.
Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 371)
- Baccalaureate degree requirements (p. 371)

College of Science and Health (SAH)
Bachelor of Arts core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 210, BIO 304, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Arts degree, students must complete a major from the college and proficiency in a foreign language at the 202 level or an ESL proficiency score of 80 or above on the La Crosse Battery of exams for non-native speakers of English. Contact the “English as a Second Language Institute” for eligibility and regulations. Students must also complete one of the following options. It is recommended that courses are selected in consultation with your advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or
2. Complete an individualized option, consisting of 15 credits.

   a. These courses must be from the College of Liberal Studies/School of Arts and Communication.
   b. At least 9 credits must be earned at the 300/400 level.
   c. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
   d. Internship credits may not count toward the individualized option.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)

---

1 Up to two credits from BIO 450, BIO 479, BIO 489, BIO 495, and BIO 499 may count toward the major.
2 A maximum of eight credits of BIO 303, BIO 312, BIO 313 can be applied to the major.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p.  ).)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

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**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

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**General Education Program**

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

---

**Year 1**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 105 (Gen Ed Natural Lab Science)</td>
<td>4 ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3 BIO 203</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 Gen Ed Self &amp; Society</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 207 or 175 (Gen Ed Math)</td>
<td>5 CHM 103 (Gen Ed Natural Lab Science)</td>
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<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MTH 145 (Gen Ed Lang/Logical Systems)</td>
<td>4 BIO 306</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIO 307</td>
<td>3 CHM 300</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CHM 104</td>
<td>5 Gen Ed Minority Cultures</td>
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<tr>
<td>Gen Ed Arts</td>
<td>2-3 202-Level Language (SAH BA Core)</td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Credits</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Bio Elective</td>
<td>3 BIO 315</td>
<td>4</td>
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</tr>
<tr>
<td>Bio Elective</td>
<td>3 CHM 325</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHM 301</td>
<td>5 SAH Core (300/400 CLS elec) or CLS Minor</td>
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</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3 Gen Ed Arts</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Global Studies</td>
<td>3 Gen Ed Health &amp; Well Being</td>
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<table>
<thead>
<tr>
<th>Year 4</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Bio 435</td>
<td>3 BIO 440</td>
<td>2</td>
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<tr>
<td>Bio 436 or 468</td>
<td>1 BIO 491</td>
<td>1</td>
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</tr>
<tr>
<td>Bio Elective</td>
<td>3 BIO Elective (400 level)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SAH Core (300/400 CLS elec) or CLS Minor</td>
<td>3 SAH Core (300/400 CLS elec) or CLS Minor</td>
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<td></td>
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<tr>
<td>SAH Core or CLS Minor</td>
<td>3 SAH Core or CLS Minor (senior college)</td>
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</tr>
<tr>
<td>University Elective</td>
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</table>

Total Credits: 120

See SAH BA Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.
### Biology Major: Cellular and Molecular Concentration - Bachelor of Science (BS)

#### Major requirements

(All colleges, excluding teacher certification programs)

39 credits (71 total credits including CHM and MTH requirements)

Each student must have a minimum of three 400 level BIO credits (excluding BIO 450, 479, 491, 495, and 499) to fulfill requirements of the major.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 203</td>
<td>Organismal Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 306</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 307</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 435</td>
<td>Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 436</td>
<td>Molecular Biology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>or BIO 468</td>
<td>Human Molecular Genetics Lab</td>
<td></td>
</tr>
<tr>
<td>BIO 440</td>
<td>Bioinformatics</td>
<td>2</td>
</tr>
<tr>
<td>BIO 491</td>
<td>Capstone Seminar in Biology</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 13 credits of electives from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 202</td>
<td>Introduction to Biological Data Analysis and Interpretation</td>
</tr>
<tr>
<td>BIO 303</td>
<td>Vertebrate Form and Function</td>
</tr>
<tr>
<td>BIO 312</td>
<td>Human Anatomy and Physiology I</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Human Anatomy and Physiology II</td>
</tr>
<tr>
<td>BIO 333</td>
<td>Radiation Biology</td>
</tr>
<tr>
<td>BIO 337</td>
<td>Plant Physiology</td>
</tr>
<tr>
<td>BIO 406</td>
<td>Parasitology</td>
</tr>
<tr>
<td>BIO 408</td>
<td>Developmental Biology</td>
</tr>
<tr>
<td>BIO 410</td>
<td>Human Cadaver Dissection</td>
</tr>
<tr>
<td>BIO 412</td>
<td>Mycology</td>
</tr>
<tr>
<td>BIO 424</td>
<td>Human Endocrinology</td>
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<tr>
<td>BIO 428</td>
<td>Advanced Nutrition for the Health Professions</td>
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<tr>
<td>BIO 429</td>
<td>Evolution</td>
</tr>
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<td>BIO 432</td>
<td>Biology of Cancer</td>
</tr>
<tr>
<td>BIO 436</td>
<td>Molecular Biology Laboratory</td>
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<td>BIO 443</td>
<td>Molecular Mechanism of Disease and Drug Action</td>
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<td>BIO 449</td>
<td>Advanced Microscopy and Biological Imaging</td>
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<td>BIO 466</td>
<td>Human Molecular Genetics</td>
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<td>BIO 468</td>
<td>Human Molecular Genetics Lab</td>
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<tr>
<td>MIC 230</td>
<td>Fundamentals of Microbiology</td>
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<tr>
<td>MIC 310</td>
<td>Immunology</td>
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<tr>
<td>MIC 410</td>
<td>Immunology Laboratory</td>
</tr>
<tr>
<td>MIC 420</td>
<td>Introductory Virology</td>
</tr>
<tr>
<td>MIC 421</td>
<td>Virology Laboratory</td>
</tr>
<tr>
<td>MIC 427</td>
<td>Industrial and Fermentation Microbiology</td>
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Select a minimum of 24 chemistry credits including:

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CHM 301</td>
<td>Analytical Chemistry</td>
</tr>
</tbody>
</table>

One organic chemistry option:

Option 1:

- CHM 300: Survey of Organic Chemistry
- CHM 303: Organic Chemistry Theory I
- CHM 304: and Organic Chemistry Theory II
- CHM 305: and Organic Chemistry Laboratory

And one of the following:

- CHM 325: Fundamental Biochemistry
- CHM 417: Biochemistry I: Macromolecules and Biochemistry II: Metabolism and Genetic Information

Select a minimum of eight credits of mathematics, including the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
</tr>
<tr>
<td>or MTH 265</td>
<td>Mathematical Models in Biology</td>
</tr>
<tr>
<td>MTH 175</td>
<td>Applied Calculus</td>
</tr>
<tr>
<td>or MTH 207</td>
<td>Calculus I</td>
</tr>
</tbody>
</table>

Total Credits 71

1. Up to two credits from BIO 450, BIO 479, BIO 489, BIO 495, and BIO 499 may count toward the major.
2. A maximum of eight credits of BIO 303, BIO 312, BIO 313 can be applied to the major.

### Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 373)
- Baccalaureate degree requirements (p. 374)

### College of Science and Health (SAH)

#### Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
a. At least 12 credits must be earned at the 300/400 level outside the major department.

b. The remaining six credits should come from
   i. 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements); or
   ii. 300/400 level courses inside major not being used to fulfill major requirements.

c. Internship credits may not count toward the individualized option.

1 The list of exempted SAH programs is below.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

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<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
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Year 2

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<th>Credits</th>
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<td>Gen Ed Global Studies</td>
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Year 3

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<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<td>CHM 301</td>
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<tr>
<td>University Elective</td>
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</table>

| Total | 14 | 17 |

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;LanguageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

_This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ._

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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<tbody>
<tr>
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<td>CST 110 (Gen Ed Literacy-Oral)</td>
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<td>MTH 207 or 175 (Gen Ed Math)</td>
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Year 2

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<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
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<td>MTH 145 (Gen Ed Lang/Logical Systems)</td>
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<td>CHM 306</td>
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<tr>
<td>BIO 307</td>
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<td>Gen Ed Global Studies</td>
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Year 3

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<td>BIO Elective</td>
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<td>BIO Elective</td>
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<td>CHM 325</td>
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<td>CHM 301</td>
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<td>Gen Ed Health &amp; Well Being</td>
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<td>Gen Ed Hum-Lit</td>
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<tr>
<td>University Elective</td>
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</tr>
</tbody>
</table>

| Total | 14 | 17 |

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.
Biology Major: Environmental Science Concentration - Bachelor of Arts (BA)

Major requirements

(All colleges, excluding teacher certification programs)

39 credits (67 total credits including CHM, MTH, and GEO requirements)

Each student must have a minimum of three 400 level BIO credits (excluding BIO 450, BIO 479, BIO 489, BIO 491, BIO 495, and BIO 499) to fulfill requirements of the major.

BIO 105 General Biology 4
BIO 203 Organismal Biology 4
BIO 306 Genetics 4
BIO 307 Ecology 3
BIO 315 Cell Biology 4
BIO 419 Quantitative Methods in Ecology 3
BIO 491 Capstone Seminar in Biology 1

Select 16 credits of elective from the following: 16
BIO 302 Introductory Plant Identification
BIO 304 Plant Biology
BIO 321 Ornithology
BIO 337 Plant Physiology
BIO 341 Limnology
BIO 401 Comparative Vertebrate Anatomy
BIO 404 Plant Taxonomy
BIO 405 Aquatic and Wetland Vascular Plants
BIO 406 Parasitology
BIO 412 Mycology
BIO 414 Freshwater Invertebrate Zoology
BIO 422 Ichthyology
BIO 429 Evolution
BIO 441 Environmental Toxicology
BIO 442 Plant Microbe Interactions
BIO 446 Animal Behavior
BIO 447 Standard Methods\Quality Assurance Water Analyses
BIO 456 Plant Ecology
BIO 458 Comparative Animal Physiology
BIO 464 Stream and Watershed Ecology
BIO 473 Marine Biology
BIO 476 Ecosystem Ecology
BIO 488 Mammalogy
MIC 230 Fundamentals of Microbiology
BIO 499 Independent Research (up to two credits may apply)
MIC 350 Bacterial Diversity
MIC 434 Aquatic Microbial Ecology

Select three semesters of chemistry, including: 15-18

CHM 103 General Chemistry I
CHM 104 General Chemistry II
And one of the organic chemistry options:

Option 1:
CHM 300 Survey of Organic Chemistry

Option 2:
CHM 303 Organic Chemistry Theory I & CHM 304 and Organic Chemistry Theory II & CHM 305 and Organic Chemistry Laboratory

Select eight credits of mathematics, including one of the following: 8

MTH 145 Elementary Statistics
or MTH 265 Mathematical Models in Biology
MTH 175 Applied Calculus
or MTH 207 Calculus I

Select a minimum of five credits of environmental science support courses, including one of the following options: 5

Option A:
CHM 301 Analytical Chemistry

Option B: Select two of the following:
GEO/ESC 345 Remote Sensing
GEO/ESC 385 Introduction to Geographic Information System and Science
GEO 485 Advanced Geographic Information Science

Option C: Select two of the following:
CS 120 Software Design I
CS 220 Software Design II
MTH 405 Statistical Methods
MTH 445 Correlation and Regression Analysis
MTH 446 Analysis of Variance and Design of Experiments
MTH 447 Nonparametric Statistics
MTH 448 Operations Research

Total Credits 67-70

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 375)
• Baccalaureate degree requirements (p. 376)
College of Science and Health (SAH)
Bachelor of Arts core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 210, BIO 304, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Arts degree, students must complete a major from the college and proficiency in a foreign language at the 202 level or an ESL proficiency score of 80 or above on the La Crosse Battery of exams for non-native speakers of English. Contact the "English as a Second Language Institute" for eligibility and regulations. Students must also complete one of the following options. It is recommended that courses are selected in consultation with your advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or
2. Complete an individualized option, consisting of 15 credits.
   a. These courses must be from the College of Liberal Studies/School of Arts and Communication.
   b. At least 9 credits must be earned at the 300/400 level.
   c. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
   d. Internship credits may not count toward the individualized option.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 376).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence.

December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/spc/prod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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<tbody>
<tr>
<td>BIO 105 (Gen Ed Natural Lab Science)</td>
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<td>CHM 103 (Gen Ed Natural Lab Science)</td>
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<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
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<td>Gen Ed Self &amp; Society</td>
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<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
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<td>BIO 203</td>
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<td>MTH 207 or 175 (Gen Ed Math)</td>
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15 15
### Year 2

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<td>Gen Ed Minority Cultures</td>
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### Year 3

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<td>4 BIO 491</td>
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<td>3 BIO 488</td>
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<tr>
<td>University Elective</td>
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<td>Gen Ed Arts</td>
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</table>

Total Credits: 120

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1 See SAH BA Core Requirements (p. 351) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

### Biology Major: Environmental Science Concentration - Bachelor of Science (BS)

#### Major requirements

(All colleges, excluding teacher certification programs)

39 credits (67 total credits including CHM, MTH, and GEO requirements)

*Each student must have a minimum of three 400 level BIO credits (excluding BIO 450, BIO 479, BIO 489, BIO 491, BIO 495, and BIO 499) to fulfill requirements of the major.*

| BIO 105 | General Biology | 4 |
| BIO 203 | Organismal Biology | 4 |
| BIO 306 | Genetics | 4 |
| BIO 307 | Ecology | 3 |
| BIO 315 | Cell Biology | 4 |
| BIO 419 | Quantitative Methods in Ecology | 3 |
| BIO 491 | Capstone Seminar in Biology | 1 |

#### Select 16 credits of elective from the following: 16

- BIO 302 Introductory Plant Identification
- BIO 304 Plant Biology
- BIO 321 Ornithology
- BIO 337 Plant Physiology
- BIO 341 Limnology
- BIO 401 Comparative Vertebrate Anatomy
- BIO 404 Plant Taxonomy
- BIO 405 Aquatic and Wetland Vascular Plants
- BIO 406 Parasitology
- BIO 412 Mycology
- BIO 414 Freshwater Invertebrate Zoology
- BIO 422 Ichthyology
- BIO 429 Evolution
- BIO 441 Environmental Toxicology
- BIO 442 Plant Microbe Interactions
- BIO 446 Animal Behavior
- BIO 447 Standard Methods/Quality Assurance Water Analyses
- BIO 456 Plant Ecology
- BIO 458 Comparative Animal Physiology
- BIO 464 Stream and Watershed Ecology
- BIO 473 Marine Biology
- BIO 476 Ecosystem Ecology
- BIO 488 Mammalogy
- MIC 230 Fundamentals of Microbiology
- BIO 499 Independent Research (up to two credits may apply)
- MIC 350 Bacterial Diversity
- MIC 434 Aquatic Microbial Ecology

#### Select three semesters of chemistry, including: 15-18

| CHM 103 | General Chemistry I |
| CHM 104 | General Chemistry II |

And one of the organic chemistry options:

**Option 1:**

- CHM 300 Survey of Organic Chemistry

**Option 2:**

- CHM 303 Organic Chemistry Theory I
- & CHM 304 and Organic Chemistry Theory II
- & CHM 305 and Organic Chemistry Laboratory

#### Select eight credits of mathematics, including one of the following: 8

| MTH 145 | Elementary Statistics |
| or MTH 265 | Mathematical Models in Biology |
| MTH 175 | Applied Calculus |
| or MTH 207 | Calculus I |

#### Select a minimum of five credits of environmental science support courses, including one of the following options:

**Option A:**

- CHM 300 Analytical Chemistry

**Option B:** Select two of the following:

- GEO/ESC 345 Remote Sensing
Biology Major: Environmental Science Concentration - Bachelor of Science (BS)

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 59)
- Baccalaureate degree requirements (p. 378)

College of Science and Health (SAH) Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i. 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements); or
      ii. 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

1 The list of exempted SAH programs is below.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

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Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS for first-year students entering UWL in the fall term. 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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Biology Major: Plant and Fungal Biology Concentration - Bachelor of Arts (BA)

**Major requirements**

(All colleges, excluding teacher certification programs)

Each student must have a minimum of three biology credits at the 400-level (not from BIO 479, BIO 499).

#### Core curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
</tr>
<tr>
<td>BIO 203</td>
<td>Organismal Biology</td>
</tr>
<tr>
<td>BIO 306</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIO 307</td>
<td>Ecology</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BIO 491</td>
<td>Capstone Seminar in Biology</td>
</tr>
</tbody>
</table>

#### Upper level laboratory component:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 302</td>
<td>Introductory Plant Identification</td>
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<tr>
<td>BIO 304</td>
<td>Plant Biology</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Economic Botany</td>
</tr>
<tr>
<td>BIO 404</td>
<td>Plant Taxonomy</td>
</tr>
<tr>
<td>BIO 405</td>
<td>Aquatic and Wetland Vascular Plants</td>
</tr>
<tr>
<td>BIO 412</td>
<td>Mycology</td>
</tr>
<tr>
<td>BIO 413</td>
<td>Medical Mycology</td>
</tr>
<tr>
<td>BIO 419</td>
<td>Quantitative Methods in Ecology</td>
</tr>
<tr>
<td>BIO 442</td>
<td>Plant Microbe Interactions</td>
</tr>
<tr>
<td>BIO 449</td>
<td>Advanced Microscopy and Biological Imaging</td>
</tr>
<tr>
<td>BIO 456</td>
<td>Plant Ecology</td>
</tr>
<tr>
<td>MIC 350</td>
<td>Bacterial Diversity</td>
</tr>
</tbody>
</table>

#### Electives to reach 39 credits in the major.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 302</td>
<td>Introductory Plant Identification</td>
</tr>
<tr>
<td>BIO 304</td>
<td>Plant Biology</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Economic Botany</td>
</tr>
<tr>
<td>BIO 337</td>
<td>Plant Physiology</td>
</tr>
<tr>
<td>BIO 404</td>
<td>Plant Taxonomy</td>
</tr>
<tr>
<td>BIO 405</td>
<td>Aquatic and Wetland Vascular Plants</td>
</tr>
<tr>
<td>BIO 412</td>
<td>Mycology</td>
</tr>
<tr>
<td>BIO 413</td>
<td>Medical Mycology</td>
</tr>
<tr>
<td>BIO 419</td>
<td>Quantitative Methods in Ecology</td>
</tr>
<tr>
<td>BIO 429</td>
<td>Evolution</td>
</tr>
</tbody>
</table>
BIO 437  Plant Growth and Development
BIO 440  Bioinformatics
BIO 442  Plant Microbe Interactions
BIO 449  Advanced Microscopy and Biological Imaging
BIO 456  Plant Ecology
BIO 479  Biology Teaching Assistant
BIO 499  Independent Research (A maximum of 2 credits of BIO 499 may be used as electives.)
GEO/ESC 426  Soil Morphology and Genesis
MIC 230  Fundamentals of Microbiology
MIC 350  Bacterial Diversity

Select three semesters of chemistry, including: 15-18
CHM 103  General Chemistry I
CHM 104  General Chemistry II
And one of the following organic chemistry options:
Option 1:
CHM 300  Survey of Organic Chemistry
Option 2:
CHM 303  Organic Chemistry Theory I
CHM 304  Organic Chemistry Theory II
CHM 305  Organic Chemistry Laboratory

Math requirement: 4-8
MTH 145  Elementary Statistics
or MTH 265  Mathematical Models in Biology
MTH 150  College Algebra (Or placement into MTH 151 or higher, prerequisite for CHM 103)

Total Credits 58-65

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 380)
- Baccalaureate degree requirements (p. 380)

College of Science and Health (SAH)
Bachelor of Arts core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 210, BIO 304, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Arts degree, students must complete a major from the college and proficiency in a foreign language at the 202 level or an ESL proficiency score of 80 or above on the La Crosse Battery of exams for non-native speakers of English. Contact the "English as a Second

Language Institute" for eligibility and regulations. Students must also complete one of the following options. It is recommended that courses are selected in consultation with your advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or
2. Complete an individualized option, consisting of 15 credits.
   a. These courses must be from the College of Liberal Studies/School of Arts and Communication.
   b. At least 9 credits must be earned at the 300/400 level.
   c. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
   d. Internship credits may not count toward the individualized option.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 365).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1.
   May and summer graduates should apply by December 1.

1  Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course
descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?c=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declration and completion of all requirements in a timely manner.

General Education Program
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105 (Gen Ed Natural Lab Science)</td>
<td>4 ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 150 (Gen Ed Math)</td>
<td>4 Gen Ed Self &amp; Society</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3 CHM 103 (Gen Ed Natural Lab Science)</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World His)</td>
<td>3 BIO 203</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 145 or 265 (Gen Ed Lang/Logical Systems)</td>
<td>4 BIO 306</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 307</td>
<td>3 CHM 300</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 104</td>
<td>5 Gen Ed Minority Cultures</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3 202-level Language (SAH BA Core)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO Elective (300/400 lab)</td>
<td>4 BIO 315</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO Elective</td>
<td>3 Gen Ed Global Studies</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3 Gen Ed Health &amp; Well Being</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SAH Core (300/400 CLS elec) or CLS Minor | 3 SAH Core (300/400 CLS elec) or CLS Minor | 3 |
| SAH Core or CLS Minor | 3 |

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO Elective</td>
<td>3 BIO 491</td>
<td>1</td>
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<tr>
<td>University Elective</td>
<td>3 BIO Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO Elective (400 level)</td>
<td>3 BIO Elective (300/400 level)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAH Core (300/400 CLS elec) or CLS Minor</td>
<td>3 University Elective (300/400 level)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAH Core or CLS Minor</td>
<td>3 University Elective</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>University Elective</td>
<td>2</td>
<td></td>
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<td></td>
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</tbody>
</table>

Total Credits: 120

1 Or placement into MTH 151 or higher, prerequisite for CHM 103.
2 See SAH B.A. Core Requirements (p. 351) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Biology Major: Plant and Fungal Biology Concentration - Bachelor of Science (BS)

Major requirements
(All colleges, excluding teacher certification programs)
39 credits: (58-65 total credits including CHM and MTH requirements)

Each student must have a minimum of three biology credits at the 400-level (not from BIO 479, BIO 499).

Core curriculum
BIO 105 General Biology | 4 |
BIO 203 Organismal Biology | 4 |
BIO 306 Genetics | 4 |
BIO 307 Ecology | 3 |
BIO 315 Cell Biology | 4 |
BIO 491 Capstone Seminar in Biology | 1 |

Upper level laboratory component:
BIO 302 Introductory Plant Identification | 6 |
BIO 304 Plant Biology |
BIO 330 Economic Botany |
BIO 404 Plant Taxonomy |
BIO 405 Aquatic and Wetland Vascular Plants |
BIO 412 Mycology |
BIO 413 Medical Mycology |
BIO 419 Quantitative Methods in Ecology |
BIO 442 Plant Microbe Interactions |
BIO 449 Advanced Microscopy and Biological Imaging |
BIO 456 Plant Ecology |
Health are required to take two natural laboratory science courses.

B.S. and B.A. students graduating from the College of Science and Bachelor of Science core requirements (WINGS) Student Center. All enrolled students have access to the Advisement Report (AR) found in the Student Information System degree. The easiest way to track all of these requirements is to refer to minor, and university degree requirements in order to qualify for a degree. All students must complete the general education, college core, major/Minor, and university degree requirements.

Elected to reach 39 credits in the major.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 302</td>
<td>Introductory Plant Identification</td>
</tr>
<tr>
<td>BIO 304</td>
<td>Plant Biology</td>
</tr>
<tr>
<td>BIO 330</td>
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<td>BIO 337</td>
<td>Plant Physiology</td>
</tr>
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<td>Plant Taxonomy</td>
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<td>BIO 429</td>
<td>Evolution</td>
</tr>
<tr>
<td>BIO 437</td>
<td>Plant Growth and Development</td>
</tr>
<tr>
<td>BIO 440</td>
<td>Bioinformatics</td>
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<td>Advanced Microscopy and Biological Imaging</td>
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<td>Plant Ecology</td>
</tr>
<tr>
<td>BIO 479</td>
<td>Biology Teaching Assistant</td>
</tr>
<tr>
<td>BIO 499</td>
<td>Independent Research (A maximum of 2 credits of BIO 499 may be used as electives.)</td>
</tr>
<tr>
<td>GEO/ESC 426</td>
<td>Soil Morphology and Genesis</td>
</tr>
<tr>
<td>MIC 230</td>
<td>Fundamentals of Microbiology</td>
</tr>
<tr>
<td>MIC 350</td>
<td>Bacterial Diversity</td>
</tr>
</tbody>
</table>

Select three semesters of chemistry, including: 15-18

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
</tr>
</tbody>
</table>

And one of the following organic chemistry options:

Option 1:  
CHM 300 Survey of Organic Chemistry

Option 2:  
CHM 303 Organic Chemistry Theory I & CHM 304 and Organic Chemistry Theory II & CHM 305 and Organic Chemistry Laboratory

Math requirement: 4-8

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
</tr>
<tr>
<td>or MTH 265</td>
<td>Mathematical Models in Biology</td>
</tr>
<tr>
<td>MTH 150</td>
<td>College Algebra (Or placement into MTH 151 or higher, prerequisite for CHM 103)</td>
</tr>
</tbody>
</table>

Total Credits: 58-65

Degree requirements

All students must complete the general education, college core, major/Minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 382)
- Baccalaureate degree requirements (p. 382)

College of Science and Health (SAH) Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

1. The list of exempted SAH programs is below.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence.
December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>BIO 203</td>
<td>4</td>
</tr>
<tr>
<td>MTH 150 (Gen Ed Math)</td>
<td>4</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>3</td>
<td>CHM 103 (Gen Ed Natural Lab Science)</td>
<td>5</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 104</td>
<td>5</td>
<td>BIO 306</td>
<td>4</td>
</tr>
<tr>
<td>MTH 145 or 265 (Gen Ed Lang/Logical Systems)</td>
<td>4</td>
<td>CHM 300</td>
<td>5</td>
</tr>
<tr>
<td>BIO 307</td>
<td>3</td>
<td>Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>Global Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>Minority Cultures</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>14</td>
<td>15</td>
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</tbody>
</table>

Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO Elective (300/400 lab)</td>
<td>4</td>
<td>BIO 315</td>
<td>4</td>
</tr>
<tr>
<td>BIO Elective</td>
<td>3</td>
<td>SAH Core (300/400 not BIO) or Minor</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td>SAH Core (300/400 not BIO) or Minor</td>
<td>3</td>
<td>Gen Ed Health &amp; Well Being</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>16</td>
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Year 4

<table>
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<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO Elective (400 level)</td>
<td>3</td>
<td>BIO 491</td>
<td>1</td>
</tr>
<tr>
<td>BIO Elective</td>
<td>3</td>
<td>BIO Elective (300/400 level)</td>
<td>3</td>
</tr>
<tr>
<td>SAH Core (300/400 not BIO) or Minor</td>
<td>3</td>
<td>BIO Elective</td>
<td>3</td>
</tr>
<tr>
<td>SAH Core or Minor</td>
<td>3</td>
<td>SAH Core or Minor</td>
<td>3</td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>16</td>
</tr>
</tbody>
</table>

Total Credits: 120

1 Or placement into MTH 151 or higher, prerequisite for CHM 103.

2 See SAH B.S. Core Requirements (p. 351) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Biology Education Major (Early Adolescence-Adolescence Certification) - Bachelor of Science (BS)

Major requirements

Admission requirements for STEP Program (p. 534)

(Teacher certification program: early adolescence-adolescence certification)

40 credits: (59-62 total credits including CHM and MTH requirements)

Each student must have a minimum of three 400 level BIO credits (excluding BIO 450, 479, 489, 491, 495, and 499) to fulfill requirements of the major.

| BIO 105 | General Biology | 4 |
| BIO 203 | Organismal Biology | 4 |
BIO 306  Genetics  4
BIO 307  Ecology  3
BIO 315  Cell Biology  4
BIO 429  Evolution  3
BIO 469  Teaching and Learning Science in the Secondary School  4
BIO 491  Capstone Seminar in Biology  1
MIC 230  Fundamentals of Microbiology  4
Select nine credits of electives from the following:  9
BIO 202  Introduction to Biological Data Analysis and Interpretation
BIO 210  Animal Biology
BIO 302  Introductory Plant Identification
BIO 303  Vertebrate Form and Function
BIO 304  Plant Biology
BIO 312  Human Anatomy and Physiology I
BIO 313  Human Anatomy and Physiology II
BIO 321  Ornithology
BIO 330  Economic Botany
BIO 333  Radiation Biology
BIO 337  Plant Physiology
BIO 341  Limnology
BIO 356  Curriculum and Assessment in Math and Science
BIO 404  Plant Taxonomy
BIO 405  Aquatic and Wetland Vascular Plants
BIO 406  Parasitology
BIO 408  Developmental Biology
BIO 412  Mycology
BIO 413  Medical Mycology
BIO 414  Freshwater Invertebrate Zoology
BIO 419  Quantitative Methods in Ecology
BIO 422  Ichthyology
BIO 424  Human Endocrinology
BIO 428  Advanced Nutrition for the Health Professions
BIO 429  Evolution
BIO 432  Biology of Cancer
BIO 435  Molecular Biology
BIO 436  Molecular Biology Laboratory
BIO 437  Plant Growth and Development
BIO 439  Plant Anatomy
BIO 440  Bioinformatics
BIO 441  Environmental Toxicology
BIO 442  Plant Microbe Interactions
BIO 443  Molecular Mechanism of Disease and Drug Action
BIO 446  Animal Behavior
BIO 447  Standard Methods\Quality Assurance Water Analyses
BIO 449  Advanced Microscopy and Biological Imaging
BIO 456  Plant Ecology
BIO 458  Comparative Animal Physiology
BIO 464  Stream and Watershed Ecology
BIO 465  Neurophysiology
BIO 466  Human Molecular Genetics
BIO 467  Neurobiology Laboratory Techniques
BIO 468  Human Molecular Genetics Lab
BIO 473  Marine Biology
BIO 488  Mammalogy
BIO 490  Current Topics in Biology Education
BIO 495  Service Learning in Biology
MIC 230  Fundamentals of Microbiology
MIC 310  Immunology
MIC 350  Bacterial Diversity
MIC 380  Food Microbiology
MIC 410  Immunology Laboratory
MIC 420  Introductory Virology
MIC 427  Industrial and Fermentation Microbiology
MIC 428  Fermentation Microbiology Laboratory
MIC 434  Aquatic Microbial Ecology
Select three semesters of chemistry, including:  15-18
CHM 103  General Chemistry I
CHM 104  General Chemistry II
And one of the following organic chemistry options:
Option 1:
CHM 300  Survey of Organic Chemistry
Option 2:
CHM 303 & CHM 304 & CHM 305  Organic Chemistry Theory I and Organic Chemistry Theory II and Organic Chemistry Laboratory
Math requirement  4
MTH 145  Elementary Statistics
Total Credits  59-62

1 Up to two credits of BIO 499 may count toward the major.
2 A maximum of two non-lab courses may be applied toward the biology major elective requirement, excluding BIO 490 and BIO 499.
3 A maximum of eight credits of BIO 303, BIO 312, BIO 313 can be applied to the major.
4 BIO 312 and BIO 313 are strongly recommended.
5 CHM 103 prerequisite includes MTH 150 or placement into MTH 151 or higher.

Teacher certification candidates must complete GEO 200 to fulfill statutory licensing requirements.

Additional teacher education candidates must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• Baccalaureate degree requirements (p. 384)

Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
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6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement.)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

At least 40 credits must be earned in 300/400 level courses.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cslprod/?cmp=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

### General Education Program

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**Note:** at least 40 credits of the 120 credits required must be earned at the 300/400 level.

---

**Sample Plan 1**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>BIO 203</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 150 (Gen Ed Lang/Logical Systems)</td>
<td>4</td>
<td>CHM 103</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>EDS 203 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>EDS 206 (Gen Ed Minority Cultures)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1 or 2: pass the basic skills test requirement prior to admission into the teacher education program.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 306</td>
<td>4</td>
<td>Apply for admission to the STEP Program by 4th Monday of the semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 104</td>
<td>5</td>
<td>CHM 300</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MTH 145 (Gen Ed Lang/Logical Systems)</td>
<td>4</td>
<td>MIC 230</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>EDS 309</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>HIS 101 or 102 (Gen Ed World Hist)</td>
<td>3</td>
<td>GEO 200 (Gen Ed Global Studies)</td>
<td>3</td>
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</tr>
<tr>
<td>PSY 212</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 315</td>
<td>4</td>
<td>BIO 429</td>
<td>3</td>
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<tr>
<td>BIO Elective (BIO 312 recommended)</td>
<td>3-4</td>
<td>BIO Elective (BIO 313 recommended)</td>
<td>3-4</td>
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</tr>
<tr>
<td>EDS 319</td>
<td>2</td>
<td>EDS 351</td>
<td>4</td>
<td></td>
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<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>PSY 370</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well Being</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

---

**This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.**

Two samples plans are provided. These are merely samples and should be discussed with your adviser to determine the best route for you.
## General Science Education (Broad Field) Major (Early Adolescence-Adolescence Cert) - 2nd major only

### Major requirements

**Admission requirements for STEP Program (p. 534)**

(Teacher certification programs: early adolescence-adolescence)

66-70 credits

Second major only. First major must be biology education, chemistry education, or physics education.

1. STEP teacher education candidates are required to complete a 36-40 credit major in biology education, chemistry education, or physics education.

2. 14 credits in one science area outside of the science major selected from biology, chemistry, earth science, or physics.

3. Eight credits in each of the two remaining science areas selected from biology, chemistry, earth science, or physics.

4. One mathematics course beyond minimum general education math requirement.

**Note:** The completion of one certifiable minor is highly recommended instead of the completion of the 14 credit requirement.

### Additional teacher education requirements are listed in the STEP Program core (p. 534).

### Degree requirements

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found.

### Sample Plan 2

#### Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BIO 105 (Gen Ed Natural Lab Science)</td>
<td>4 BIO 203</td>
</tr>
<tr>
<td></td>
<td>CHM 103 (Gen Ed Natural Lab Science)</td>
<td>5 CHM 104</td>
</tr>
<tr>
<td></td>
<td>ENG 110 (Gen Ed Literacy-Written)</td>
<td>3 MTH 151</td>
</tr>
<tr>
<td></td>
<td>EDS 203 (Gen Ed Self &amp; Society)</td>
<td>3 CST 110</td>
</tr>
</tbody>
</table>

Semester 1 or 2: pass the basic skills test requirement prior to admission into the teacher education program.

#### Year 2

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MTH 145 (Gen Ed Math)</td>
<td>4 Apply for admission to the STEP Program by 4th Monday of the semester.</td>
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</table>

#### Year 3

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BIO 312 (or other Bio elective)</td>
<td>4 BIO 313</td>
</tr>
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#### Year 4

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Credits</th>
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<tbody>
<tr>
<td></td>
<td>BIO 307</td>
<td>3 BIO 491</td>
</tr>
<tr>
<td></td>
<td>GEO 205 (Gen Ed Global Studies)</td>
<td>3 BIO 429</td>
</tr>
<tr>
<td></td>
<td>PSY 370</td>
<td>3 SPE 401</td>
</tr>
<tr>
<td></td>
<td>EDS 351</td>
<td>4 BIO 469</td>
</tr>
<tr>
<td></td>
<td>BIO Elective to total 40 credits in BIO</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Total Credits: 124
in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 387)

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
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7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

**No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.**

**Dual Degree Program in Biology and Physical Therapy**

This is a special dual degree program which enables a student to receive both a Bachelor of Science degree (biology major) and a Doctor of Physical Therapy degree from UW-La Crosse. Students typically complete the undergraduate requirements in three years followed by 34 months of attendance in the physical therapy graduate program. The undergraduate requirements include completion of the general education program, college core requirements (with the exception of a minor), physical therapy pre-requisite course work, and all of the requirements for the biology major except six credits of biology elective courses.

UW-La Crosse students will be selected for entrance into the graduate program in physical therapy through a competitive application process. Participation in the undergraduate Biology/PT dual degree program does not guarantee admission to the graduate program in physical therapy.

**Major requirements**

(All colleges, excluding teacher certification programs)

33 credits (52 total credits including CHM and MTH requirements)

Each student must have a minimum of three 400 level BIO credits (excluding BIO 450, 479, 489, 491, 495, and 499) to fulfill requirements of the major.

| BIO 105 | General Biology | 4 |
| BIO 203 | Organismal Biology | 4 |
| BIO 306 | Genetics | 4 |
| BIO 307 | Ecology | 3 |
| BIO 315 | Cell Biology | 4 |
| BIO 491 | Capstone Seminar in Biology | 1 |

**Select one upper level (300/400) lab component** 1-4

| BIO 302 | Introductory Plant Identification |
| BIO 303 | Vertebrate Form and Function |
| BIO 312 | Human Anatomy and Physiology I |
| BIO 313 | Human Anatomy and Physiology II |
| BIO 321 | Ornithology |
| BIO 333 | Radiation Biology |
| BIO 341 | Limnology |
| BIO 404 | Plant Taxonomy |
| BIO 405 | Aquatic and Wetland Vascular Plants |
| BIO 406 | Parasitology |
| BIO 408 | Developmental Biology |
| BIO 410 | Human Cadaver Dissection |
| BIO 412 | Mycology |
| BIO 413 | Medical Mycology |
| BIO 414 | Freshwater Invertebrate Zoology |
| BIO 419 | Quantitative Methods in Ecology |
| BIO 422 | Ichthyology |
| BIO 436 | Molecular Biology Laboratory |
| BIO 439 | Plant Anatomy |
| BIO/MIC 440 | Bioinformatics |
| BIO/MIC 442 | Plant Microbe Interactions |
| BIO 447 | Standard Methods\Quality Assurance Water Analyses |
| BIO 456 | Plant Ecology |
| BIO 467 | Neurobiology Laboratory Techniques |
| BIO 468 | Human Molecular Genetics Lab |
| MIC 421 | Virology Laboratory |

**Select 10-12 credits of electives from the following:** 10-12

| BIO 202 | Introduction to Biological Data Analysis and Interpretation |
| BIO 210 | Animal Biology |
| BIO 302 | Introductory Plant Identification |
| BIO 303 | Vertebrate Form and Function |
| BIO 312 | Human Anatomy and Physiology I |
| BIO 313 | Human Anatomy and Physiology II |
| BIO 321 | Ornithology |
| BIO 330 | Economic Botany |
| BIO 333 | Radiation Biology |
| BIO 337 | Plant Physiology |
| BIO 341 | Limnology |
| BIO 404 | Plant Taxonomy |
Select three semesters of chemistry, including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>And one of the following organic chemistry options:</td>
<td></td>
</tr>
<tr>
<td>Option 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHM 300</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Survey of Organic Chemistry</td>
<td></td>
</tr>
<tr>
<td>Option 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHM 303 &amp; CHM 304 &amp; CHM 305</td>
<td>3+3+3</td>
</tr>
<tr>
<td></td>
<td>Organic Chemistry Theory I &amp; Organic Chemistry Theory II &amp; Organic Chemistry Laboratory</td>
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Math requirement 4

<table>
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<tbody>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
<td>3</td>
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</table>

Total Credits 52-55

1 A maximum of eight credits of BIO 303, BIO 312, BIO 313 can be applied to the major.
2 Up to two credits of BIO 499 may be used as electives.

In addition, students must complete the physical therapy prerequisite course work (http://catalog.uwlax.edu/graduate/programrequirements/physicaltherapy/dpt/#programrequirementstext).

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core for B.S. (no minor required) (p. 388)
- Baccalaureate degree requirements (p. 389)
- Doctor of Physical Therapy requirements (http://catalog.uwlax.edu/graduate/programrequirements/physicaltherapy/dpt)

SAH Bachelor of Science requirements

College of Science and Health (SAH) Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student's major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i. 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
Biology Minor

**Biology Education Minor**

(All colleges, excluding teacher certification programs)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>General Biology</td>
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<tr>
<td>BIO 203</td>
<td>Organismal Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 306</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 307</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>MIC 230</td>
<td>Fundamentals of Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>or BIO 315</td>
<td>Cell Biology</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

1. A maximum of two non-lab courses may be applied toward the biology minor elective requirement, excluding BIO 499.

**Chemistry and Biochemistry Department (CHM)**

Each day, our society is faced with many issues and problems that can be addressed by well-trained chemists and biochemists. Demands for new consumer products, high performance materials, energy producing fuels, disease fighting molecules, and many other products are met by these professionals on a daily basis. In addition, chemists are frequently responsible for the management of environmental status, such as air, water, and soil quality and for the scientific education of our society’s youth. Chemists and biochemists are not only well trained as analytical thinkers and problem solvers, but also as effective communicators of scientific concepts. This makes the various chemistry and biochemistry degree programs at UW-La Crosse highly attractive to many employers and graduate and professional programs, such as schools of pharmacy, medicine, engineering, and law.

The Department of Chemistry and Biochemistry at UW-La Crosse is fully accredited by the American Chemical Society's Committee on Professional Training (ACS-CPT). This recognition acknowledges the quality program, staff, and facilities of the department and enables us to offer the prestigious ACS-Certified B.S. degree in chemistry, along with several other bachelor’s degree options.
General education writing emphasis

This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

**Professor**
- Keith Beyer
- Jeffrey Bryan
- Curtis Czerwinski
- Sandra Grunwald
- Adrienne Loh
- Robert McGaff
- Aaron Monte
- Aric Opdahl
- Bruce Osterby
- Kristofer Rolfhus
- Heather Schenck
- Todd Weaver

**Associate Professor**
- Janet Kirsch
- Paul Miller

**Assistant Professor**
- Nadia Carmosini
- Kelly Gorres
- John May
- Nicholas McGrath
- Daniel Grilley
- Kendric Nelson

**Senior Lecturer**
- Ressano Desouza-Machado
- Roghaieh Ghodsian
- Sandra Koster

**Lecturer**
- Tanya Cordes
- Katherine Friesen
- Benoist Achard

**Associate Lecturer**
- Basudeb Bhattacharyya
- Benjamin Haenni
- Laura Herder
- Joshua Neukom
- Yevgeniya Turov

**Laboratory Manager I**
- Justin Jens

**Administrative Support**
- Lori Hanson

**Majors**

- Biochemistry major - BS (p. 390)
- Chemistry major (with ACS certification) - BS (p. 393)
- Chemistry major with business concentration - BS (p. 396)
- Chemistry major with environmental science concentration - BS (p. 397)
- Chemistry education major (early adolescence-adolescence certification) - BS (p. 399)
- General science education (broad field) major (early adolescence-adolescence certification) - second major only (p. 401)
- Dual degree program in chemistry and engineering (p. 401)

**Minors**

- Chemistry minor (p. 403)
- Chemistry education minor (p. 403)

**Biochemistry Major - Bachelor of Science (BS)**

**Major requirements**

(All colleges, excluding teacher certification programs)

46 credits

**Required major courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHM 271</td>
<td>The Chemical Community</td>
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</tr>
<tr>
<td>CHM 301</td>
<td>Analytical Chemistry</td>
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<td>CHM 303</td>
<td>Organic Chemistry Theory I</td>
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<tr>
<td>CHM 304</td>
<td>Organic Chemistry Theory II</td>
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<tr>
<td>CHM 305</td>
<td>Organic Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHM 407</td>
<td>Biophysical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHM 417</td>
<td>Biochemistry I: Macromolecules</td>
<td>4</td>
</tr>
<tr>
<td>CHM 418</td>
<td>Biochemistry II: Metabolism and Genetic Information</td>
<td>3</td>
</tr>
<tr>
<td>CHM 419</td>
<td>Advanced Biochemistry Lab</td>
<td>3</td>
</tr>
</tbody>
</table>
BIO 435 Molecular Biology 3
BIO 436 Molecular Biology Laboratory 1
Select five credits of electives from the following: 5
CHM 403 Advanced Organic Chemistry
CHM 431 Advanced Inorganic Chemistry
CHM 441 Instrumental Analysis
CHM 499 Research ¹
MIC 310 Immunology
MIC 407 Pathogenic Bacteriology
MIC 410 Immunology Laboratory
MIC 420 Introductory Virology
MIC 421 Virology Laboratory
BIO 408 Developmental Biology
BIO 424 Human Endocrinology
BIO 432 Biology of Cancer
BIO 440 Bioinformatics
BIO 443 Molecular Mechanism of Disease and Drug Action
BIO 449 Advanced Microscopy and Biological Imaging
BIO 465 Neurophysiology
BIO 466 Human Molecular Genetics
BIO 467 Neurobiology Laboratory Techniques
BIO 468 Human Molecular Genetics Lab

Total Credits 46

¹ Only two credits from CHM 499 may count toward the major.

Required prerequisite courses (30 credits minimum)

Select an additional 30 credits to meet prerequisites for required courses including the following:

MTH 207 Calculus I 5
MTH 208 Calculus II 4
or MTH 265 Mathematical Models in Biology
PHY 103 Fundamental Physics I 4
or PHY 203 General Physics I
PHY 104 Fundamental Physics II 4
or PHY 204 General Physics II
BIO 105 General Biology 4
Select either Biology or Microbiology track prerequisites (see below)

Total Credits 30

Biology track prerequisites

Introductory course - select one of the following: 2-4
BIO 202 Introduction to Biological Data Analysis and Interpretation
BIO 203 Organismal Biology
BIO 312 Human Anatomy and Physiology I
MIC 230 Fundamentals of Microbiology

Intermediate courses:
BIO 306 Genetics 4
BIO 315 Cell Biology 4

Total Credits 10-12

Microbiology track prerequisites

MIC 230 Fundamentals of Microbiology 4
MIC 416 Microbial Genetics 5

Total Credits 9

Exam and survey requirement

During the student's last semester on campus, completion of the following is required in order to graduate:

1. The Department of Chemistry and Biochemistry Learning Environment Survey and
2. A standardized exam covering the major subject areas.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 391)
- Baccalaureate degree requirements (p. 392)

College of Science and Health (SAH)
Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student's major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
ii 300/400 level courses inside major not being used to fulfill major requirements.

c. Internship credits may not count toward the individualized option.

1 The list of exempted SAH programs is below.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/pssp/csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

The two biochemistry sample plans below follow the biology track prerequisites. See catalog for microbiology track prerequisites and adjust the SAH Core and/or minor credits as needed.

**Plan of study for students eligible to begin in MTH 207 (Calculus I)**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 103 (Gen Ed Natural Lab Science)</td>
<td>5</td>
<td>CHM 104</td>
<td>5</td>
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<tr>
<td>BIO 105 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>MTH 265</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>5</td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>BIO 203</td>
<td>4</td>
<td></td>
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<td></td>
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<td>17</td>
<td>16</td>
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<table>
<thead>
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<th>Fall</th>
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<th>Spring</th>
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<tbody>
<tr>
<td>CHM 303</td>
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<td>CHM 304</td>
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<td>BIO 306</td>
<td>4</td>
<td>CHM 305</td>
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<td>HJS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
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<td>Global Studies</td>
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<td>BIO 315</td>
<td>4</td>
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<td>CHM 417</td>
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<td>PHY 103 or 203 (Gen Ed Natural Lab Science)</td>
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<td>BIO 419</td>
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<td>Gen Ed Arts</td>
<td>2-3</td>
<td>PHY 104 or 204</td>
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</tr>
<tr>
<td>CHM 301</td>
<td>5</td>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>CHM 407</td>
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<td>BIO 436</td>
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<td>SAH Core or Minor (Bio minor may be met)**</td>
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<tr>
<td>Biochem elective - see list</td>
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### Plan of study for students beginning with MTH 151 (PreCalculus)

#### Year 1

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<td>CHM 103 (Gen Ed Natural Lab Science)</td>
<td>5 CHM 104</td>
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<tr>
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<td>CST 110 (Gen Ed Literacy-Oral)</td>
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<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
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<td>CHM 301</td>
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<td>MTH 151 (Gen Ed Math)</td>
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#### Year 2

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<td>CHM 303</td>
<td>3 CHM 304</td>
<td>CHM 304</td>
<td>3</td>
</tr>
<tr>
<td>BIO 306</td>
<td>4 CHM 306</td>
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</tr>
<tr>
<td>BIO 312</td>
<td>4 Gen Ed Global Studies</td>
<td>CHM 312</td>
<td>3</td>
</tr>
<tr>
<td>CHM 271</td>
<td>1 BIO 315</td>
<td>BIO 315</td>
<td>4</td>
</tr>
<tr>
<td>MTH 265 (Gen Ed Math)</td>
<td>BIO 313</td>
<td>BIO 313</td>
<td>4</td>
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#### Year 3

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<th>Spring</th>
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<tbody>
<tr>
<td>CHM 417</td>
<td>4 CHM 418</td>
<td>CHM 418</td>
<td>3</td>
</tr>
<tr>
<td>PHY 103 or 203 (Gen Ed Natural Lab Science)</td>
<td>CHM 301</td>
<td>CHM 301</td>
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</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3 PHY 104 or 204</td>
<td>CHM 301</td>
<td>3</td>
</tr>
<tr>
<td>CHM 301</td>
<td>5 Gen Ed Hum-Lit</td>
<td>CHM 301</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>Gen Ed Health &amp; Well-Being</td>
<td>Gen Ed Health &amp; Well-Being</td>
<td>Gen Ed Health &amp; Well-Being</td>
</tr>
<tr>
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#### Year 4

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 435</td>
<td>3 CHM 407</td>
<td>CHM 407</td>
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<td>Biochem elective - see list</td>
<td>2-3 Biochem elective - see list</td>
<td>Biochem elective - see list</td>
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</table>

### Chemistry Major (with ACS Certification) - Bachelor of Science (BS)

The Chemistry Program at UW-La Crosse is approved by the American Chemical Society (ACS). Students completing a baccalaureate degree that meets the following ACS guidelines will receive an ACS-Certified Bachelor of Science degree in chemistry. This degree track includes the course work and experiences necessary to satisfy the requirements for ACS certification.

### Major requirements

(All colleges, excluding teacher certification programs)

46-52 credits (21 additional credits including MTH and PHY requirements)

### Core curriculum

- **CHM 103**: General Chemistry I 5
- **CHM 104**: General Chemistry II 5
- **CHM 271**: The Chemical Community 1
- **CHM 301**: Analytical Chemistry 5
- **CHM 303**: Organic Chemistry Theory I 3
- **CHM 304**: Organic Chemistry Theory II 3
- **CHM 305**: Organic Chemistry Laboratory 2
- **CHM 309**: Physical Chemistry Theory I 3
- **CHM 310**: Physical Chemistry Theory II 3
- **CHM 313**: Physical Chemistry Laboratory 3
- **CHM 325**: Fundamental Biochemistry 4
- **CHM 417**: Biochemistry I: Macromolecules 4
- **CHM 331**: Fundamentals of Inorganic Chemistry 4

Total Credits 41

### Research/laboratory requirement

Select one of the following three options

**Option 1:** 5-7
Chemistry Major (with ACS Certification) - Bachelor of Science (BS)

CHM 499  Research (two or more credits with a final graded paper)
or CHM 419  Advanced Biochemistry Lab

Two additional in-depth upper-level electives (see below for list)

Option 2:
CHM 499  Research (one credit with a final graded paper)

Two in-depth upper-level electives, one of which must have a laboratory component (see below for list)

Option 3:
Two in-depth upper-level electives with laboratory components (see below for list)

In-depth upper-level electives

CHM 314  Advanced Physical Chemistry Laboratory
CHM 322  Polymer Chemistry
CHM 323  Polymer Chemistry Laboratory
CHM 330  Industrial Chemistry
CHM 403  Advanced Organic Chemistry
CHM 405  Advanced Organic Synthesis
CHM 407  Biophysical Chemistry
CHM 412  Environmental Chemistry
CHM 413  Environmental Chemistry Laboratory
CHM 418  Biochemistry II: Metabolism and Genetic Information
CHM 419  Advanced Biochemistry Lab
CHM 424  Spectroscopy
CHM 431  Advanced Inorganic Chemistry
CHM 441  Instrumental Analysis
CHM 461  Nuclear Chemistry

1  in-depth upper-level elective
2  in-depth upper-level elective with laboratory component

Required prerequisite courses (21 credits)

Select an additional 21 credits to meet prerequisites for required courses including the following:

MTH 207  Calculus I 5
MTH 208  Calculus II 4
MTH 310  Calculus III: Multivariable Calculus 4
PHY 203  General Physics I 8
& PHY 204  and General Physics II

In completing these degree requirements, chemistry majors must experience over 400 chemistry laboratory hours, beyond CHM 103.

Exam and survey requirement

During the student's last semester on campus, completion of the following is required in order to graduate:

1. The Department of Chemistry and Biochemistry Learning Environment Survey and
2. A standardized exam covering the major subject area.

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to

the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 394)
- Baccalaureate degree requirements (p. 394)

College of Science and Health (SAH)
Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student's major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits

a. At least 12 credits must be earned at the 300/400 level outside the major department.

b. The remaining six credits should come from

i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or

ii 300/400 level courses inside major not being used to fulfill major requirements.

c. Internship credits may not count toward the individualized option.

1 The list of exempted SAH programs is below.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cspath?cmd=login&languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Sample degree plan

<table>
<thead>
<tr>
<th>Year</th>
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<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
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<td>MTH 207 (Gen Ed Math)</td>
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<td>MTH 208 (Gen Ed Math)</td>
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<td>Gen Ed Global Studies</td>
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<td>CHM 303</td>
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<td>MTH 310</td>
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<td>Gen Ed Hum-Lit Elective</td>
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<td></td>
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<td>5</td>
<td>CHM 313</td>
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<td>Gen Ed Health &amp; Well-Being</td>
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<td>University Elective</td>
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<td>CHM 310</td>
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<td>University Elective</td>
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</tbody>
</table>

### Notes

1. **Exam and Survey Requirement** - During the student’s last semester on campus, completion of the following is required in order to graduate:
   1. the Department of Chemistry and Biochemistry Learning Environment Survey and
   2. a standardized exam covering the major subject areas.
See SAH BS Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Chemistry Major with Business Concentration - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

57 credits (78 total credits including MTH and PHY requirements)

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<tr>
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<td>The Chemical Community</td>
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<td>CHM 301</td>
<td>Analytical Chemistry</td>
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<td>CHM 303</td>
<td>Organic Chemistry Theory I</td>
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<td>CHM 304</td>
<td>Organic Chemistry Theory II</td>
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<td>Organic Chemistry Laboratory</td>
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<td>CHM 313</td>
<td>Physical Chemistry Laboratory</td>
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<td>Accounting Principles I</td>
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<tr>
<td>ACC 222</td>
<td>Accounting Principles II</td>
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<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
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<td>ECO 120</td>
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<td>FIN 355</td>
<td>Principles of Financial Management</td>
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<td>MGT 308</td>
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<tr>
<td>MGT 408</td>
<td>The Global Responsibility of Business</td>
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<td>MKT 309</td>
<td>Principles of Marketing</td>
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<td>Electives in chemistry&lt;sup&gt;2&lt;/sup&gt;</td>
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Select an additional 21 credits required to meet prerequisites for required courses including the following:

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<th>Title</th>
<th>Credits</th>
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<td>MTH 310</td>
<td>Calculus III: Multivariable Calculus</td>
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Select one of the following:

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<tr>
<th>Course</th>
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<td>PHY 103</td>
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<td>&amp; PHY 204</td>
<td>and General Physics II</td>
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</table>

Total Credits 78

Degree requirements

All students must complete the general education, college core (waived for chemistry majors with business concentrations), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 396)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
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Exam and survey requirement

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1. the Department of Chemistry and Biochemistry Learning Environment Survey and
2. a standardized exam covering the major subject areas.

<br>

<sup>1</sup> Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

<sup>2</sup> Students in this major are exempt from the College of Science and Health core requirements.

Excluding CHM 100, CHM 250, CHM 300, CHM 320, CHM 469, and CHM 487.
their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student's program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

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### Year 1

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<td>CST 110 (Gen Ed Literacy-Oral)</td>
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<tr>
<td>Gen Ed Arts</td>
<td>2-3 MTH 207 (Gen Ed Math)</td>
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<td>MTH 151 (Gen Ed Math)</td>
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14  16

### Year 2

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<td>PHY 103 or 203</td>
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<td>ECO 110 (Gen Ed Self &amp; Society)</td>
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15  16

### Year 3

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<td>ACC 222</td>
<td>3 Gen Ed Hum-Lit</td>
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<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 Gen Ed Health &amp; Well-Being</td>
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15  15

### Year 4

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<td>MGT 408</td>
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<td>Elective</td>
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<td>Gen Ed Arts</td>
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<td>Elective</td>
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<tr>
<td>Gen Ed Minority Cultures</td>
<td>3 University Elective</td>
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</table>

Exam and Survey Requirement

1. the Department of Chemistry and Biochemistry Learning Environment Survey and
2. a standardized exam covering the major subject areas.

#### Chemistry Major with Environmental Science Concentration - Bachelor of Science (BS)

**Major requirements**

(All colleges, excluding teacher certification programs)

53 credits (74 total credits including MTH and PHY requirements)

- CHM 103 General Chemistry I 5
- CHM 104 General Chemistry II 5
- CHM 271 The Chemical Community 1
- CHM 301 Analytical Chemistry 5
- CHM 303 Organic Chemistry Theory I 3
- CHM 304 Organic Chemistry Theory II 3
- CHM 305 Organic Chemistry Laboratory 2
- CHM 309 Physical Chemistry Theory I 3
- CHM 412 Environmental Chemistry 3
- CHM 413 Environmental Chemistry Laboratory (Environmental Chemistry Lab) 2
- CHM 441 Instrumental Analysis 4
- BIO 105 General Biology 4
- or ESC 101 Earth Environments

Select 13 credits from ONE of the following elective groups: 13

**Environments Group**

- BIO 341 Limnology
- BIO 419 Quantitative Methods in Ecology
- BIO 441 Environmental Toxicology
- BIO 447 Standard Methods/Quality Assurance Water Analyses
- CHM 330 Industrial Chemistry
- MIC 434 Aquatic Microbial Ecology

**Earth Science Group**

- ESC 222 Landforms: Processes and Regions
- ESC 385 Introduction to Geographic Information System and Science
- ESC 390 Geographic Field Methods
- ESC 425 Biogeography
- ESC 426 Soil Morphology and Genesis

**Math Methods Group**

- MTH 245 Probability and Statistics
must accomplish the following:

Candidates for the Bachelor of Arts or the Bachelor of Science degrees

Baccalaureate degree requirements

Select an additional 21 credits to meet prerequisites for required courses including the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
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<tr>
<td>MTH 208</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MTH 310</td>
<td>Calculus III: Multivariable Calculus</td>
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Select one of the following:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 103</td>
<td>Fundamental Physics I</td>
</tr>
<tr>
<td>&amp; PHY 104</td>
<td>and Fundamental Physics II</td>
</tr>
<tr>
<td>PHY 203</td>
<td>General Physics I</td>
</tr>
<tr>
<td>&amp; PHY 204</td>
<td>and General Physics II</td>
</tr>
</tbody>
</table>

Total Credits 74

1 Students in this major are exempt from the College of Science and Health core requirements.

Exam and survey requirement

During the student’s last semester on campus, completion of the following is required in order to graduate:

1. the Department of Chemistry and Biochemistry Learning Environment Survey and
2. a standardized exam covering the major subject areas.

Degree requirements

All students must complete the general education, college core (waived for chemistry majors with environmental science concentrations), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 398)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.1 At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA1 in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 36).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersemester graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 103</td>
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<td>CHM 104</td>
<td>5</td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3 Gen Ed Minority Cultures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 151 (Gen Ed Math)</td>
<td>4 MTH 207 (Gen Ed Math)</td>
<td>5</td>
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14 16
### Year 2

<table>
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<th>Fall</th>
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<th>Spring</th>
<th>Credits</th>
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<tr>
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<td>3</td>
<td>CHM 304</td>
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<tr>
<td>CHM 271</td>
<td>1</td>
<td>CHM 305</td>
<td>2</td>
</tr>
<tr>
<td>MTH 208 (Gen Ed Math)</td>
<td>4</td>
<td>Gen Ed Global Studies</td>
<td>3</td>
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<tr>
<td>PHY 103</td>
<td>4</td>
<td>MTH 310</td>
<td>4</td>
</tr>
<tr>
<td>BIO 105 or ESC 101 (Gen Ed Nat Lab Science)</td>
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<td>PHY 104 or 204</td>
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| | 16 | 16 |

### Year 3

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<tr>
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<th>Credits</th>
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</thead>
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<tr>
<td>CHM 309</td>
<td>3</td>
<td>CHMENV Elective Group - see list</td>
<td>3-4</td>
</tr>
<tr>
<td>CHM 301</td>
<td>5</td>
<td>CHM 412</td>
<td>3</td>
</tr>
<tr>
<td>CHMENV Elective Group - see list</td>
<td>3-4</td>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
</tr>
<tr>
<td>University Elective</td>
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<td></td>
<td>3</td>
</tr>
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</table>

| | 15 | 15 |

### Year 4

<table>
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<th>Fall</th>
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<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHM 413</td>
<td>2</td>
<td>CHMENV Elective Group - see list</td>
<td>3-4</td>
</tr>
<tr>
<td>CHM 441</td>
<td>4</td>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td>CHMENV Elective Group - see list</td>
<td>3-4</td>
<td>University Elective</td>
<td>2</td>
</tr>
<tr>
<td>CHMENV Elective Group - see list</td>
<td>3-4</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td>Exam and Survey Requirement</td>
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<td>14</td>
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</tbody>
</table>

| | 14 | 14 |

Total Credits: 120

1. **Exam and Survey Requirement**: During the student’s last semester on campus, completion of the following is required in order to graduate:
   1. the Department of Chemistry and Biochemistry Learning Environment Survey and
   2. a standardized exam covering the major subject areas.

### Chemistry Education Major

(Early Adolescence-Adolescence Certification) - Bachelor of Science (BS)

**Major requirements**

Admission requirements for STEP Program (p. 534)

(Teacher certification program: early adolescence-adolescence)

36 credits (57 total credits including MTH and PHY requirements)

**Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHM 271</td>
<td>The Chemical Community</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CHM 300</td>
<td>Survey of Organic Chemistry</td>
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</table>

<table>
<thead>
<tr>
<th>Option 2</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CHM 303</td>
<td>Organic Chemistry Theory I</td>
<td>3</td>
</tr>
<tr>
<td>&amp; CHM 304</td>
<td>and Organic Chemistry Theory II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>&amp; CHM 305</td>
<td>and Organic Chemistry Laboratory</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

CHM 301 Analytical Chemistry 5

CHM 309 Physical Chemistry Theory I 3

CHM 469 Teaching and Learning Science in the Secondary School 4

CHM 487 Peer Instruction and Learning in Chemistry 1 1

Select electives in chemistry 2 4-7

Select an additional 21 credits to meet prerequisites including the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
<td>5</td>
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<tr>
<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 310</td>
<td>Calculus III: Multivariable Calculus</td>
<td>4</td>
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</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 103</td>
<td>Fundamental Physics I</td>
<td>5</td>
</tr>
<tr>
<td>or PHY 203</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 104</td>
<td>Fundamental Physics II</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 204</td>
<td>General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 57-60

1. Up to two credits of CHM 487 Peer Instruction and Learning in Chemistry (1 cr.) may count toward the major.

2. Except CHM 100, CHM 250, CHM 320 and CHM 407

### Exam and survey requirement

During the student’s last semester on campus, completion of the following is required in order to graduate:

1. the Department of Chemistry and Biochemistry Learning Environment Survey and
2. a standardized exam covering the major subject areas

### Teacher requirements

Teacher certification candidates must also complete GEO 200 Conservation of Global Environments (3 cr.) to fulfill statutory licensing requirements.

Additional teacher education requirements are listed in the STEP program core (p. 534).

### Degree requirements

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.¹ At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA¹ in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

¹ Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

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Sample degree plan

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General Education Program

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Year 1</td>
<td></td>
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<tr>
<td>Fall</td>
<td>CHM 103 (Gen Ed Natural Lab Science)</td>
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<td>CHM 104</td>
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<td></td>
<td>MTH 207 (Gen Ed Math)</td>
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<td>CST 110 (Gen Ed Literacy-Oral)</td>
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<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
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<td></td>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>BIO 100, 105, or MIC 100 (Gen Ed Natural Lab Science)</td>
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</tr>
<tr>
<td></td>
<td>EDS 203 (Gen Ed Self &amp; Society)</td>
<td>3</td>
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<tr>
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### Year 2

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<th>Credits</th>
<th>Spring</th>
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<tr>
<td>Year 2</td>
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<tr>
<td>Fall</td>
<td>CHM 301</td>
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<td>Apply for admission to the STEP Program by 4th Monday of the semester.</td>
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<tr>
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<td>CHM 271</td>
<td>1</td>
<td>CHM 300</td>
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<td>MTH 208</td>
<td>4</td>
<td>MTH 310</td>
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<td>PHY 103 or 203</td>
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<td>PHY 104 or 204</td>
<td>4</td>
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<td></td>
<td>EDS 206 (Gen Ed Minority Cultures)</td>
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<td>EDS 309</td>
<td>2</td>
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### Year 3

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<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tr>
<td>Year 3</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
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<td>CHM Elective (see list)</td>
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<tr>
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<td>PSY 212</td>
<td>3</td>
<td>CHM 487</td>
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<td>Gen Ed Hum-Lit</td>
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<td>EDS 319</td>
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<td>EDS 351</td>
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<td>GEO 206 (Gen Ed Global Studies)</td>
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<td>15</td>
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</table>
Note: The completion of one certifiable minor is highly recommended instead of the completion of the 14 credit requirement.

Additional teacher education requirements are listed in the STEP Program core (p. 534).

Degree requirements
All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 401)

Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Dual Degree Program in Chemistry and Engineering

Major requirements
Students with a chemistry major who also are interested in engineering are able to receive both a Bachelor of Science degree (chemistry major) from UW-La Crosse and a Bachelor of Science degree (engineering
major) from UW-Madison or the University of Minnesota. At UW-La Crosse, students must complete a minimum of 87 credits, including the general education requirements and specific math and science courses in preparation for the engineering program. Students are recommended to include the following courses in their work at UW-La Crosse:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
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<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
<td>5</td>
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<tr>
<td>CHM 271</td>
<td>The Chemical Community</td>
<td>1</td>
</tr>
<tr>
<td>CHM 301</td>
<td>Analytical Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHM 303</td>
<td>Organic Chemistry Theory I</td>
<td>3</td>
</tr>
<tr>
<td>CHM 304</td>
<td>Organic Chemistry Theory II</td>
<td>3</td>
</tr>
<tr>
<td>CHM 305</td>
<td>Organic Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHM 309</td>
<td>Physical Chemistry Theory I</td>
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<td>Physical Chemistry Theory II</td>
<td>3</td>
</tr>
<tr>
<td>CHM 313</td>
<td>Physical Chemistry Laboratory</td>
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</tr>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
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<tr>
<td>MTH 207</td>
<td>Calculus I</td>
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<tr>
<td>MTH 208</td>
<td>Calculus II</td>
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</tr>
<tr>
<td>MTH 245</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MTH 309</td>
<td>Linear Algebra with Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MTH 310</td>
<td>Calculus III: Multivariable Calculus</td>
<td>4</td>
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<tr>
<td>PHY 203</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 204</td>
<td>General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Exam and survey requirement:
During the student’s last semester on campus, completion of the following is required in order to graduate:

1. The Department of Chemistry and Biochemistry Learning Environment Survey and
2. A standardized exam covering the major subject areas.

Students should consult with the chemistry department chair for specific course and sequence advising for this agreement.

Students who express interest in the dual degree program will be accepted into the UW-Madison or University of Minnesota portion of the program based on their GPA in all course work; their GPA in the chemistry, computer science, mathematics and physics course work required by the program; and the positive recommendation of the UW-La Crosse chemistry department chair (or designee).

In order to receive the B.S. degree (chemistry major) from UW-La Crosse, students also must complete the remaining 32 credits (to total a minimum of 120 credits) in engineering at UW-Madison or University of Minnesota and transfer these credits to UW-La Crosse. For the typical student, the remaining 32 credits must include at least eight credits at the 300 level or above. This transfer of credits and awarding of the B.S. degree by UW-La Crosse can take place as soon as the student earns the necessary credits.

Degree requirements
All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 402)
- Baccalaureate degree requirements (p. 402)

College of Science and Health (SAH) Bachelor of Science core requirements
B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

1 The list of exempted SAH programs is below.

Baccalaureate degree requirements
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. )

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Chemistry Minor
(All colleges, excluding teacher certification programs)

26 credits

Core
CHM 103 General Chemistry I 5
CHM 104 General Chemistry II 5
CHM 301 Analytical Chemistry 5
Select one of the following: 5-8

Option A
CHM 300 Survey of Organic Chemistry

Option B
CHM 303 Organic Chemistry Theory I
& CHM 304 and Organic Chemistry Theory II
& CHM 305 and Organic Chemistry Laboratory

At least three credits of electives in chemistry at the 300 level or above (to reach 26 credits) 3

Total Credits 26

Chemistry Education Minor
(Teacher certification programs)

25 credits

CHM 103 General Chemistry I 5
CHM 104 General Chemistry II 5
CHM 301 Analytical Chemistry 5
Select one of the following: 5-8

CHM 300 Survey of Organic Chemistry
CHM 303 Organic Chemistry Theory I
& CHM 304 and Organic Chemistry Theory II
& CHM 305 and Organic Chemistry Laboratory

Electives in Chemistry 1

Total Credits 25-28

1 except CHM 100 and CHM 469

Teacher certification candidates must also complete GEO 200 Conservation of Global Environments (3 cr.); in addition, early adolescence-adolescence candidates must complete CHM 469 Teaching and Learning Science in the Secondary School (4 cr.) unless a major in biology education or physics education is completed. Both courses fulfill statutory licensing requirements.

Clinical Laboratory Science Program (CLI)

College of Science and Health
Department of Microbiology
Program Director: Michael Lazzari
3003 Cowley Hall, 608.785.6479
Email: mlazzari@uwla.edu

www.uwlax.edu/microbiology/what-is-a-clinical-laboratory-scientist

Clinical laboratory scientists perform complex biological, microbiological, and chemical tests on patient samples. They also use, maintain, and troubleshoot sophisticated laboratory equipment that is used to perform diagnostic tests. Clinical laboratory scientists analyze test results and discuss them with the medical staff. They also possess the skills required for molecular diagnostic tests based on DNA and RNA technologies. In addition, they find opportunities in test development, experimental design, administration, and education.

The curriculum requires a minimum of six semesters and a summer session on campus to complete the pre-professional and pre-clinical courses. Students spend an additional nine months of clinical education in a hospital-sponsored, accredited program during their senior year. A Bachelor of Science degree is awarded at the satisfactory completion of all required course work.

General education writing emphasis
This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

Major
- Clinical laboratory science - BS (p. 403)

Clinical Laboratory Science - Bachelor of Science (BS)

Major requirements
(College of Science and Health)

Clinical Laboratory Science admission policy
Admission to the clinical laboratory science major is on a competitive basis. Students apply for admission early in the spring semester of
the academic year just prior to the beginning of their professional studies, typically in the sophomore year. Formal acceptance into the major, effective at the beginning of the fall semester is based on the submission of an application for admission to the major, personal recommendations, review of academic performance, and an interview with the program admission committee. A minimum cumulative grade point average of 2.75 is strongly recommended.

Admission to clinical requirement

The application process for the clinical year in the hospital-sponsored program is similar to the process required for acceptance to the clinical laboratory science major. Acceptance into the hospital program is not guaranteed by the university. The hospital programs affiliated with UWL are accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

During the clinical component, in an accredited hospital program, students will register for (or be allowed to transfer in from Mayo’s CLS program) the equivalent of, at minimum, 31 UWL credits. The clinical phase routinely begins in late August with anticipated graduation the following spring. Graduates of the program are eligible to sit for certification examinations offered by national certification agencies.

NAACLS accredited hospital affiliates of UWL:

- Hennepin County Medical Center, Minneapolis, Minn.
- Saint Joseph’s Hospital/Marshfield Laboratories, Marshfield, Wis.
- Aspirus Wausau Hospital, Wausau, Wis.
- Affinity Health, Appleton, Wis.
- Mayo Clinic, College of Medicine, School of Health Sciences, Rochester, Minn.  

UWL is affiliated with the University of North Dakota, an accredited program, which provides access to many other hospital affiliates throughout the upper Midwest.

Clinical laboratory science students who select to complete the required year-long clinical at the Mayo School of Health Sciences (MSHS) enroll at MSHS rather than at UW-La Crosse. The courses taken during the year-long clinical at MSHS meet UW-La Crosse CLI program requirements. The student must request an official transcript be sent to UW-La Crosse from MSHS. Upon successful completion of the clinical and all other graduation requirements, the students are awarded the Bachelor of Science degree from UW-La Crosse. The Mayo School of Health Sciences (MSHS) grants a Certificate of Completion in Clinical Laboratory Science.

Graduation requirements

Core courses in the pre-professional curriculum must be completed with a grade of “C” or above. UWL students must meet all university graduation requirements including those for general education, college core, and university degree requirements. However, students in the clinical laboratory science major are exempt from the College of Science and Health core requirements.

Curriculum

93-105 credits including clinical phase

Pre-professional curriculum (39-46 credits)

All pre-clinical lab science program majors are strongly encouraged to take CLI 120 Introduction to Clinical Laboratory Science.

Biology Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 306</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 312</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
</tbody>
</table>

Chemistry Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>Select</td>
<td>one of the following:</td>
<td>5-8</td>
</tr>
<tr>
<td>CHM 300</td>
<td>Survey of Organic Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHM 303</td>
<td>Organic Chemistry Theory I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHM 304</td>
<td>and Organic Chemistry Theory II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHM 305</td>
<td>and Organic Chemistry Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Microbiology Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 230</td>
<td>Fundamentals of Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>

Mathematics Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
<td>4-8</td>
</tr>
<tr>
<td>MTH 150</td>
<td>College Algebra (or placement above MTH 150)</td>
<td>39-46</td>
</tr>
</tbody>
</table>

Total Credits

Pre-clinical lab science program students must have completed a substantial portion of these requirements in the semester that they apply for formal admission to the clinical lab science program major. Students who lack only a few credits are encouraged to consult the clinical lab science program advisor to determine when they should apply.

Professional curriculum (54-59 credits)

Preclinical phase (on campus)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLI 395</td>
<td>Urinalysis and Body Fluids</td>
<td>2</td>
</tr>
<tr>
<td>CLI 410</td>
<td>Clinical Hematology</td>
<td>3</td>
</tr>
<tr>
<td>CLI 420</td>
<td>Immunohematology</td>
<td>3</td>
</tr>
<tr>
<td>CLI 440</td>
<td>Clinical Parasitology</td>
<td>1-4</td>
</tr>
<tr>
<td>or BIO 406</td>
<td>Parasitology</td>
<td></td>
</tr>
<tr>
<td>CLI 461</td>
<td>Capstone in Clinical Laboratory Science</td>
<td>1</td>
</tr>
<tr>
<td>MIC 310</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>MIC 407</td>
<td>Pathogenic Bacteriology</td>
<td>4</td>
</tr>
<tr>
<td>MIC 410</td>
<td>Immunology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>Select</td>
<td>one of the following:</td>
<td>4-6</td>
</tr>
<tr>
<td>CHM 325</td>
<td>Fundamental Biochemistry</td>
<td></td>
</tr>
<tr>
<td>CHM 417 &amp; CHM 418</td>
<td>Biochemistry I: Macromolecules and Biochemistry II: Metabolism and Genetic Information</td>
<td></td>
</tr>
</tbody>
</table>

Clinical phase (at an accredited hospital)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLI 450</td>
<td>Clinical Chemistry</td>
<td>6</td>
</tr>
<tr>
<td>CLI 455</td>
<td>Clinical Hematology/Hemostasis</td>
<td>6</td>
</tr>
<tr>
<td>CLI 460</td>
<td>Clinical Immunohematology</td>
<td>6</td>
</tr>
<tr>
<td>CLI 465</td>
<td>Clinical Immunology</td>
<td>2</td>
</tr>
<tr>
<td>CLI 470</td>
<td>Diagnostic Microbiology</td>
<td>8</td>
</tr>
<tr>
<td>CLI 480</td>
<td>Laboratory Management and Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits

54-59

The following courses are recommended to complement the clinical laboratory science major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 413</td>
<td>Medical Mycology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 424</td>
<td>Human Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 435</td>
<td>Molecular Biology</td>
<td>3</td>
</tr>
</tbody>
</table>
**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cprod/?cmd=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

### General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

*This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.*

Two sample plans are provided below. The first plan is for students who have placed into MTH 151 Precalculus, and the second example is for students who need MTH 150 College Algebra in their first semester.

### Sample Plan 1 - students who placed into MTH 151

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CHM 103 (if math placements-MTH 150: Gen Ed Natural Lab Science)</td>
<td>5 CHM 104</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MTH 145 (Gen Ed Math)</td>
<td>4 BIO 105 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3 CLI 120</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gen Ed Global Studies</td>
<td>3 ENGL 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BIO 312</td>
<td>4 Apply for admission to Clinical Lab Science Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MIC 230</td>
<td>4 MIC 310</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 BIO 313</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

**Note:** at least 40 credits of the 120 credits required must be earned at the 300/400 level.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.
### Computational Science Program (CMP)

In many scientific disciplines, direct computation has become the tool of first choice for studying and simulating phenomena. Adequate preparation for graduate study in the sciences now includes a background in computation. Moreover, undergraduates seeking employment with corporations involved in applying science often find themselves confronted with day-to-day use of computational methods.

The minor in computational science provides students an opportunity to distinguish themselves by augmenting their scientific studies with a background in computation. Similarly, computer science and mathematics students will be provided a new option to study scientific applications of their fields. The computational science minor is highly interdisciplinary, combining the study of computer science and mathematics with the study of specific problems in the sciences and the computational methods required for their solution. This minor is one of a handful in the U.S. at this time.

#### Minor

- Computational science minor (p. 406)

### Computational Science Minor

#### Minor requirements

(All colleges, excluding teacher certification programs)

34-39 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 120 Software Design I</td>
<td>4</td>
</tr>
<tr>
<td>CS 220 Software Design II</td>
<td>4</td>
</tr>
<tr>
<td>CMP 390 Survey of Computational Science</td>
<td>3</td>
</tr>
<tr>
<td>CMP 490 Senior Computational Science Project</td>
<td>2-3</td>
</tr>
<tr>
<td>MTH 207 Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MTH 208 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>or MTH 405 Statistical Methods</td>
<td></td>
</tr>
</tbody>
</table>

**Additional requirements:** 12-16

1. One two-semester introductory sequence in natural science (BIO, CHM, ESC or PHY)
2. Two courses in natural science (BIO, CHM, ESC, PHY) not from the same department as the preceding sequence
3. One computational science advanced elective from the student’s primary major department
4. One computational science advanced elective from outside the primary major department

**Total Credits** 34-39

### Computer Science Department (CS)

**College of Science and Health**

*Department Chair: Steven Senger*

221 Wing Technology Center; 608.785.6805

*Email: ssenger@uwln.edu*
You don’t have to be an expert with computers to be a computer science major! However, if you are a logical thinker and like to solve problems this may be the major for you. The curriculum for a computer science major at UW-La Crosse is both exciting and demanding. What will you do with the knowledge you’ve learned? You will become a world class problem solver. After learning the fundamental material in computer software, hardware and the theory of computing, you will be finding ways to make life better for people. Software is an integral part of our society in both visible and invisible ways. Take a look at some of the modern conveniences of our life; iPods, cell phones, video games, medical imaging systems, and engines. As you can see, the way we interact with information through software leaves very little that computer science does not touch.

With that said, we think there is no better place to pursue your degree than UW-La Crosse. Small class sizes and accessible professors give students a level of attention not available on larger campuses. We have outstanding faculty who have many different interests, but who all share a love for teaching. A history of talented students, great facilities and undergraduate research opportunities, make for an ideal learning environment. The Department of Computer Science at UW-La Crosse is the second oldest in Wisconsin, only behind Madison, and has a fine reputation within the computing industry during the past 40 years.

The job market for computer scientists has always had plenty of opportunities and the demand continues. The National Bureau of Labor Statistics, in its rolling ten-year horizon Occupational Outlook Handbook, consistently projects the software industry to be among the fastest growing sectors of the economy.

If you would like to find out more about computing, check out the Association for Computing Machinery’s (ACM) "Computing, Degrees and Careers. (http://computingcareers.acm.org)"

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**Computer Science retroactive credit policy**

Students taking CS 220 Software Design II (4 cr.) and earning a “B” or better, will be given retroactive credit for CS 120 Software Design I (4 cr.) provided that the student’s transcript shows no record of prior or concurrent enrollment in CS 120 or CS 220.

**Computer Science internship policy**

Students majoring in computer science who wish to enroll in CEI 450 Cooperative Education/Internship (1-15 cr.) or CEI 475 University-wide Cooperative Education Internship (3-15 cr.), University Internships, must have completed 15 credits of computer science course work, including CS 220, and must have a minimum GPA of 2.50 in computer science courses to be eligible for departmental approval and supervision. Credits earned in internships do not apply to major or minor requirements.

**General education writing emphasis**

This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

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**2016-17 Faculty/Staff**

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

**Professor**

Kenny Hunt
Kasilingam Periyasamy
David Riley
Steven Senger

** Associate Professor**

Martin Allen
Thomas Gendreau
Mao Zheng

**Assistant Professor**

Samantha Foley
Elliott Forbes
John Maraist
Allison Sauppé
Jason Sauppe
Brad Shutters

** Administrative Support**

Becky Yoshizumi

---

**Majors**

- Computer science major - BS (p. 407)
- Computer science major - computer engineering technology emphasis - BS (p. 410)
- Computer science education (early adolescence-adolescence certification) - BS (p. 411)
- Dual degree program in computer science and engineering (p. 413)
- Dual degree program in computer science and master of software engineering (p. 415)

**Minors**

- Computer science minor (p. 417)
- Computer science education minor (p. 418)

---

**Computer Science Major - Bachelor of Science (BS)**

**Major requirements**

(All colleges, excluding teacher certification programs)

45 credits (54 total credits including MTH requirements)
academic advisor. The curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit. No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course
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The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Two sample plans are provided below. The first is for students taking MTH 151 Precalculus in the first semester; the second is for students taking MTH 207 Calculus I in the first semester. Also, discuss the merits of adding a minor with your advisor, as you would likely be advised to spread courses for your minor throughout the plan.

Sample Plan 1 - students taking MTH 151 in first semester

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Credits</th>
<th>Spring Credits</th>
<th>Year 2</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MTH 151 (Gen Ed Math)</td>
<td>4 CS 220</td>
<td>3</td>
<td>CS 270</td>
</tr>
<tr>
<td></td>
<td>CS 120 (Gen Ed Lang/Logical Systems)</td>
<td>4 CS 225</td>
<td>3</td>
<td>CS 340</td>
</tr>
<tr>
<td></td>
<td>ENG 110 or 112 (Gen Ed Literary-Written)</td>
<td>3 CST 110</td>
<td>3</td>
<td>MTH 208</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Self &amp; Society</td>
<td>3 MTH 207</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Credits: 121

1 See SAH BS Core Requirements (http://catalog.uwlax.edu/ undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

2 Every student must complete the computer science major field test during their senior year. This test is used for program assessment, not individual assessment.

Sample Plan 2 - students taking MTH 207 first semester

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Credits</th>
<th>Spring Credits</th>
<th>Year 4</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CS 370</td>
<td>3 CS 441 or 421</td>
<td>CS 421 or 441</td>
<td>3 CS 442</td>
</tr>
<tr>
<td></td>
<td>CS Elective</td>
<td>3 CS 300/400 Elective</td>
<td>CS Elective</td>
<td>3 CS 300/400 Elective</td>
</tr>
<tr>
<td></td>
<td>2nd Lab Science (SAH Core)</td>
<td>4 Gen Ed Hum-Lit</td>
<td>SAH Core (300/400 not CS) or Minor</td>
<td>3 SAH Core (300/400 not CS) or Minor</td>
</tr>
<tr>
<td></td>
<td>SAH Core (300/400 not CS) or Minor</td>
<td>3</td>
<td>University 300/400-level Elective</td>
<td>Complete CS major field test</td>
</tr>
<tr>
<td></td>
<td>University Elective</td>
<td>3</td>
<td>13</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Credits: 121

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Credits</th>
<th>Spring Credits</th>
<th>Year 2</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CS 120 (Gen Ed Lang/Logical Systems)</td>
<td>4 CS 220</td>
<td>4</td>
<td>CS 270</td>
</tr>
<tr>
<td></td>
<td>MTH 207 (Gen Ed Math)</td>
<td>5 CS 225</td>
<td>3</td>
<td>CS 340</td>
</tr>
<tr>
<td></td>
<td>ENG 110 or 112 (Gen Ed Literary-Written)</td>
<td>3 CST 110</td>
<td>4</td>
<td>MTH 208</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Self &amp; Society</td>
<td>3 CST 110</td>
<td>Gen Ed Arts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Arts</td>
<td>3</td>
<td>15</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Credits</th>
<th>Spring Credits</th>
<th>Year 2</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CS 270</td>
<td>3 CS 341</td>
<td>3</td>
<td>CS 270</td>
</tr>
<tr>
<td></td>
<td>CS 340</td>
<td>4 HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>CS 340</td>
</tr>
<tr>
<td></td>
<td>MTH 208</td>
<td>4 Gen Ed Health &amp; Well-Being</td>
<td>Gen Ed Global Studies</td>
<td>3 Gen Ed Health &amp; Well-Being</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Global Studies</td>
<td>3 Gen Ed Arts</td>
<td>Gen Ed Natural Lab Science</td>
<td>4 Gen Ed Arts</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Natural Lab Science</td>
<td>3 Gen Ed Minority Cultures</td>
<td>Gen Ed Arts</td>
<td>2-3 Gen Ed Minority Cultures</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>14</td>
<td>15</td>
<td>14</td>
</tr>
</tbody>
</table>
Computer Science Major - Computer Engineering Technology Emphasis - Bachelor of Science (BS)

Major requirements

Students must have completed the Associate in Applied Science degree requirements for electronic and computer engineering technology at Western Technical College (Western) with a GPA of 3.0 or above.

42 credits (51 credits including MTH requirements)

Select one of the following: 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 120</td>
<td>Software Design I</td>
</tr>
<tr>
<td>or both CS1-Java I (Western-152 153) &amp; Game Development I (Western-152 181)</td>
<td></td>
</tr>
<tr>
<td>CS 220</td>
<td>Software Design II</td>
</tr>
<tr>
<td>CS 225</td>
<td>Discrete Computational Structures</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 340</td>
<td>Operating System Concepts</td>
</tr>
<tr>
<td>CS 341</td>
<td>Software Design IV: Software Engineering</td>
</tr>
<tr>
<td>CS 370</td>
<td>Computer Architecture</td>
</tr>
<tr>
<td>CS 441</td>
<td>Operating System Concepts</td>
</tr>
</tbody>
</table>

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 421</td>
<td>Programming Language Concepts</td>
</tr>
<tr>
<td>CS 442</td>
<td>Structures of Compilers</td>
</tr>
<tr>
<td>CS 455</td>
<td>Fundamentals of Information Security</td>
</tr>
<tr>
<td>CS 471</td>
<td>Data Communications</td>
</tr>
</tbody>
</table>

Total Credits: 42

1 may substitute MTH 225 for CS 225.

The 42 credits must include no less than 25 credits of 300/400 level courses. PHY 335, MTH 317 and/or MTH 371 may be used as part of the 42 credit major. Game Development II (Western-152 182) may be completed at Western in place of CS 224.

In addition, MTH 207 Calculus I (5 cr.) and MTH 208 Calculus II (4 cr.) must be taken.

Students completing this program are not subject to the College of Science and Health requirement for an academic minor or 18 credits of course work at the 300/400 level in courses outside the major.

Every student must complete the computer science major field test. This test is used for program assessment not individual assessment.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 410)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.\(^1\) At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA\(^1\) in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 534)).
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

\(^1\) Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Students in the Computer Science Major - Computer Engineering Technology Emphasis begin at Western Technical College and transfer up to 60 credits prior to enrolling at UW-La Crosse. Below is a sample degree plan of the remaining 68 credits to be taken at UWL. This can be used as a guide to identify the courses required to complete the major and other requirements needed for degree completion. The actual degree plan may differ depending on the course of study selected (second major, minor, etc.). This sample plan also assumes readiness for each course and/or major plan. Some courses may not be offered every term. Review course descriptions or the class timetable for course offering information.

Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses at WTC</td>
<td>15</td>
<td>Courses at WTC</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses at WTC</td>
<td>15</td>
<td>Courses at WTC</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 220</td>
<td>3</td>
<td>CS 300/400 Elective</td>
<td>3</td>
</tr>
<tr>
<td>CS 225</td>
<td>3</td>
<td>CS 300/400 Elective</td>
<td>3</td>
</tr>
<tr>
<td>CS 370</td>
<td>3</td>
<td>ECO 120 or SAH 307</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Gen Ed Minority Cultures)</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Lab Science (SAH Core)</td>
<td>4</td>
<td>Gen Ed Elective at 300/400 level</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

### Year 4

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 441</td>
<td>3</td>
<td>CS 300/400 Elective</td>
<td>3</td>
</tr>
<tr>
<td>CS 341</td>
<td>3</td>
<td>CS 421, 442, 455, or 471</td>
<td>3</td>
</tr>
<tr>
<td>CS 421, 442, 455, or 471</td>
<td>3</td>
<td>CS 300/400 Elective</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well Being</td>
<td>3</td>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>300/400 Elective</td>
<td>3</td>
</tr>
<tr>
<td>300/400 Elective</td>
<td>3</td>
<td>Complete CS major field test</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Total Credits: 128

1 Every student must complete the computer science major field test during their senior year. This test is used for program assessment, not individual assessment.

**Computer Science Education (Early Adolescence-Adolescence Certification) - Bachelor of Science (BS)**

**Major requirements**

Admission requirements for STEP Program (p. 534)

(Teacher certification program: early-adolescence-adolescence certification)

43 credits (52 total credits including MTH requirements)

**Major Core**

- **CS 120** Software Design I 4
- **CS 220** Software Design II 4
- **CS 225** Discrete Computational Structures 1 3
must accomplish the following:

Candidates for the Bachelor of Arts or the Bachelor of Science degrees

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 534).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence.

December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/pssp/ csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS 120 (Gen Ed Lang/Logical Systems)</td>
<td>4</td>
<td>CS 220</td>
<td>4</td>
</tr>
<tr>
<td>MTH 151 (Gen Ed Math)</td>
<td>4</td>
<td>CS 225</td>
<td>3</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>MTH 207</td>
<td>5</td>
</tr>
<tr>
<td>EDS 203 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
| Semester 1 or 2: pass the basic skills test requirement prior to admission into the teacher education program. 

1 May substitute MTH 225 for CS 225.

The 43 credits must include no less than 19 credits of 300/400 level courses (excluding MTH 421). PHY 335, MTH 317 and/or MTH 371 may be used as part of the 43 credit major.

In addition to the 43 credits, MTH 207 and MTH 208 are required.

Every student must complete the computer science major field test. This test is used for program assessment not individual assessment.

Additional teacher education requirements are listed in the STEP program core (p. 534).

Degree requirements

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 412)
### Dual Degree Program in Computer Science and Engineering

#### Major requirements

Students with a computer science major who also are interested in engineering are able to receive both a Bachelor of Science degree (computer science major) from UW-La Crosse and a Bachelor of Science degree (engineering major) from UW-Madison. At UW-La Crosse, students must complete a minimum of 86 credits, including the general education requirements and specific math and science courses in preparation for the engineering program. Students are recommended to include the following courses in their work at UW-La Crosse:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 103</td>
<td>5</td>
</tr>
<tr>
<td>CS 120</td>
<td>4</td>
</tr>
<tr>
<td>CS 220</td>
<td>4</td>
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<tr>
<td>CS 224</td>
<td>1-3</td>
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<td>CS 225</td>
<td>3</td>
</tr>
<tr>
<td>CS 270</td>
<td>3</td>
</tr>
<tr>
<td>CS 340</td>
<td>4</td>
</tr>
<tr>
<td>CS 341</td>
<td>3</td>
</tr>
<tr>
<td>CS 370</td>
<td>3</td>
</tr>
<tr>
<td>CS 421</td>
<td>3</td>
</tr>
<tr>
<td>CS 441</td>
<td>3</td>
</tr>
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<td>CS 442</td>
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<td>CS 447</td>
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<td>ECO 110</td>
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<td>ECO 336</td>
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<tr>
<td>MTH 245</td>
<td>4</td>
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<td>MTH 309</td>
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<tr>
<td>PHY 203</td>
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<td>PHY 204</td>
<td>4</td>
</tr>
<tr>
<td>PHY 250</td>
<td>3</td>
</tr>
</tbody>
</table>

1 may substitute MTH 225 for CS 225.

Students should consult with the computer science department chair for specific course and sequence advising for this agreement.

Students who express interest in the dual degree program will be selected for entrance into the UW-Madison portion of the program based on their GPA in all course work; their GPA in the chemistry, computer science, mathematics, and physics course work required by the program; and the positive recommendation of the UW-La Crosse computer science department chair (designee). Admission to UW-Madison is not guaranteed.

In order to receive the B.S. degree from UW-La Crosse, students must also complete credits (to total a minimum of 120 credits) in engineering at UW-Madison and transfer these credits to UW-La Crosse. For the typical student, the remaining credits must include at least eight credits at the 300 level or above. This transfer of credits and awarding of the degree is subject to the requirements of both institutions.

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1. See the STEP Admissions (http://www.uwlax.edu/Secondary-Teacher-Education-Preparation/Admission) website for details.
2. See the Office of Field Experience (http://www.uwlax.edu/SOE/For-teacher-candidates) for details about applying to student teaching.
3. Every student must complete the computer science major field test during their senior year. This test is used for program assessment, not individual assessment.
B.S. degree by UWL can take place as soon as the student earns the necessary credits.

**Degree requirements**

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 414)
- Baccalaureate degree requirements (p. 414)

**College of Science and Health (SAH) Bachelor of Science core requirements**

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

**Note:** Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

**For the Bachelor of Science degree**, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   - a. At least 12 credits must be earned at the 300/400 level outside the major department.
   - b. The remaining six credits should come from
      - i. 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements); or
      - ii. 300/400 level courses inside major not being used to fulfill major requirements.
   - c. Internship credits may not count toward the individualized option.

The list of exempted SAH programs is below.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/spsp/cprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.
Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 120 (Gen Ed Lang/Logical Systems)</td>
<td>CS 220</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>CS 225</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>CST 110</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Gen Ed Arts**
- 2-3 MTH 208 (Gen Ed Math)
- HIS 101, 102, or ARC 200 (Gen Ed World Hist)

**Total Credits**: 17

### Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 270</td>
<td>CS 370</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CS 340</td>
<td>PHY 204</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 309</td>
<td>CS 224</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHY 203</td>
<td>MTH 245</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HPR 105 (Gen Ed Health &amp; Well-Being)</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 18

### Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 341</td>
<td>CS 422</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CS 441</td>
<td>CS 421</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHY 250</td>
<td>MTH 371 (or CS elective)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Gen Ed Hum-Lit**
- 3 ECO 120 (Gen Ed Global Studies)

**ECO 336 (Gen Ed Minority Cultures)**
- CHM 103 (Gen Ed Natural Lab Science)

**Complete CS major field test**

**Total Credits**: 15

### Year 4

**Fall**
- Transfer to Engineering Program to complete requirements.
- **Credits**: 0

**Total Credits**: 100

1. Every student must complete the computer science major field test during their final year on campus. This test is used for program assessment, not individual assessment.

## Dual Degree Program in Computer Science and Master of Software Engineering

Students with a computer science major who are also interested in software engineering are able to receive both a Bachelor of Science (BS) in Computer Science and a Master of Software Engineering (MSE) from UW-La Crosse.

Students may be accepted into the dual degree program anytime before they have completed seventy-five undergraduate credit hours. Applicants for undergraduate admission to UWL may request admission into the dual degree program. In order to remain in the program students must maintain a 3.00 GPA. Award of the BS degree will occur upon completion of 120 credits, the CS major requirements, the SAH college requirements, and the general university requirements. Students must have graduate student status prior to registering for their fourth graduate course (normally in the second semester of their 4th year.) Award of the MSE degree will occur after the completion of the BS and MSE requirements.

### Major requirements

The dual degree program in CS and Master of Software Engineering enables a UWL student to earn both a Bachelor of Science degree with a computer science major and a Master of Software Engineering (MSE) degree in five years. Students in this dual degree program should complete the following by the end of their junior year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 120</td>
<td>Software Design I</td>
</tr>
<tr>
<td>CS 220</td>
<td>Software Design II</td>
</tr>
<tr>
<td>CS 225</td>
<td>Discrete Computational Structures</td>
</tr>
<tr>
<td>CS 270</td>
<td>Assembler Programming and Introduction to Computer Organization</td>
</tr>
<tr>
<td>CS 340</td>
<td>Software Design III: Abstract Data Types</td>
</tr>
<tr>
<td>CS 370</td>
<td>Computer Architecture</td>
</tr>
<tr>
<td>CS 421</td>
<td>Programming Language Concepts</td>
</tr>
<tr>
<td>CS 441</td>
<td>Operating System Concepts</td>
</tr>
<tr>
<td>CS 442</td>
<td>Structures of Compilers</td>
</tr>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
</tr>
</tbody>
</table>

Select nine credits of CS electives. At least three of the credits must be at the 300/400 level.

1. may substitute MTH 225 for CS 225.
2. excluding CS 341

During the senior year, students should complete:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 546</td>
<td>Object-Oriented Software Development</td>
</tr>
<tr>
<td>CS 741</td>
<td>Software Engineering Principles</td>
</tr>
<tr>
<td>CS 742</td>
<td>Formal Methods in Software Development</td>
</tr>
<tr>
<td>CS 743</td>
<td>Software Verification and Validation</td>
</tr>
</tbody>
</table>

Select three or six graduate level MSE electives

In the fifth year, students should complete:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 744</td>
<td>Management Issues in Software Engineering</td>
</tr>
</tbody>
</table>

Graduate level MSE electives

Capstone project

CS 546 and CS 741 will count toward the 45 credit hours of computer science courses required for the BS degree. CS 742, CS 743, CS 744, 12 credits of CS 798 (capstone project), and nine credits of MSE electives will fulfill the MSE requirements.

Students may be accepted into the dual degree program anytime before they have completed 75 undergraduate credit hours. Applicants for undergraduate admission to UWL may request admission into
the dual degree program. In order to remain in the program students must maintain a 3.00 GPA. Award of the BS degree will occur upon completion of 120 credits, the CS major requirements, the SAH college core requirements, and the general university requirements. Students must have graduate student status before registering for their fourth graduate course (normally in the second semester of their senior year). Award of the MSE degree will occur after the completion of the BS and MSE requirements.

Every student must complete the computer science major field test. This test is used for program assessment not individual assessment.

Contact the Department of Computer Science (http://www.cs.uwlax.edu) for application information. See the online graduate catalog for more information about the MSE program (http://catalog.uwlax.edu/graduate/programrequirements/softwareengineering).

Courses offered at both the undergraduate and graduate levels can only be taken for credit at one level.

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 416)
• Baccalaureate degree requirements (p. 416)
• Master of Software Engineering requirements (http://catalog.uwlax.edu/graduate/programrequirements/softwareengineering/mse)

College of Science and Health (SAH)
Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits

   a. At least 12 credits must be earned at the 300/400 level outside
      the major department.
   b. The remaining six credits should come from
      i 100 level or higher courses outside the major (General
         education courses may apply provided they are not being
         used to fulfill minimum general education requirements.); or
      ii 300/400 level courses inside major not being used to fulfill
         major requirements.
   c. Internship credits may not count toward the individualized
      option.

Note: The list of exempted SAH programs is below.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course
descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Bachelor of Science in Computer Science/Master of Software Engineering Dual Degree sample plan:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 120 (Gen Ed Lang/Logical Systems)</td>
<td>4</td>
<td>CS 220</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>5</td>
<td>CS 225</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>MTH 208 (Gen Ed Math)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>Gen Ed Natural Lab Science Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>17</strong></td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 270</td>
<td>3</td>
<td>CS 370</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CS 340</td>
<td>4</td>
<td>CS 300/400 Level Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>CS Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECO 336 (Gen Ed Minority Cultures)</td>
<td>3</td>
<td>Gen Ed Science Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SAH Core (300/400 not CS) or Minor</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>18</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 421</td>
<td>3</td>
<td>CS 442</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CS 441</td>
<td>3</td>
<td>CS Level Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Global Studies</td>
<td>3</td>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>18</strong></td>
<td></td>
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<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 741</td>
<td>3</td>
<td>CS 546</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MSE Elective</td>
<td>3</td>
<td>MSE Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SAH Core or Minor</td>
<td>3</td>
<td>University Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>University Elective (300/400 if needed)</td>
<td>3</td>
<td>Complete CS major field test</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>18</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 798</td>
<td>6</td>
<td>CS 744</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MSE Elective</td>
<td>3</td>
<td>CS 798</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits: 153**

1. See SAH BS Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

2. Every student must complete the computer science major field test during their senior year. This test is used for program assessment, not individual assessment.

Students also have the option of taking Gen Ed courses during Winter Intersession (January between Fall and Spring semesters) and Summer to reduce the load during regular semesters (Fall and Spring).

Additional UWL and College of Science and Health core courses may be required.

Computer Science Minor

(All colleges, excluding teacher certification programs)

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
</tr>
<tr>
<td>CS 120 Software Design I</td>
</tr>
<tr>
<td>CS 220 Software Design II</td>
</tr>
<tr>
<td>CS 225 Discrete Computational Structures</td>
</tr>
<tr>
<td>CS 340 Software Design III: Abstract Data Types</td>
</tr>
<tr>
<td>Electives (at least six of the elective credits must be 300/400 level computer science courses)</td>
</tr>
</tbody>
</table>

**Total Credits: 24**

1. may substitute MTH 225 for CS 225.
PHY 335, MTH 317, and MTH 371 may be used as alternatives to computer science electives.

**Computer Science Education Minor**

(Teacher certification programs)

24 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 120</td>
<td>Software Design I</td>
<td>4</td>
</tr>
<tr>
<td>CS 220</td>
<td>Software Design II</td>
<td>4</td>
</tr>
<tr>
<td>CS 225</td>
<td>Discrete Computational Structures</td>
<td>3</td>
</tr>
<tr>
<td>CS 340</td>
<td>Software Design III: Abstract Data Types</td>
<td>4</td>
</tr>
<tr>
<td>CS 341</td>
<td>Software Design IV: Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>(at least three credits of electives must be 300/400 level computer science courses)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits: 24

1 May substitute MTH 225 for CS 225.

PHY 335, MTH 317 and MTH 371 may be used as alternatives to computer science electives.

Early adolescence-adolescence teacher certification candidates must also complete MTH 421.

**Exercise and Sport Science Department (ESS)**

*College of Science and Health*

Department Chair: Mark Gibson

124 Mitchell Hall; 608.785.8190

Email: mgibson@uwlaus.edu

www.uwlax.edu/exercise-sport-science

With a reputation as one of the outstanding programs in the country, the UW-La Crosse Department of Exercise and Sport Science has a history of preparing quality professionals who are employed in all areas of the USA and around the world. With three areas of emphasis from which to choose, our graduates are well prepared to meet the challenges of a wide variety of careers.

Whether your interest is in teaching, coaching, fitness, or management, the Department of Exercise and Sport Science is committed to helping each student achieve his or her maximum potential. Each student is assigned a faculty adviser to assist with academic and career decisions. Our highly acclaimed “learn by doing” reputation is further enhanced by providing students with hands-on educational experiences in their area of choice. While maintaining a strong tradition in activities and the sciences, the department also emphasizes innovative programs and activities designed to maintain healthy, active lifestyles.

**Center of Excellence in Physical Education**

The Center of Excellence designation was awarded to the Department of Exercise and Sport Science by the Board of Regents of the University of Wisconsin System. The purpose of the center, which reflects the excellent reputation of the department, is to serve as a catalyst for maintaining faculty and curricular vitality while expanding the scope of comprehensive services provided to professionals in Wisconsin and throughout the nation. General goals are to provide in-service and expertise in emerging content areas and technology to physical educators and students in professional preparation programs; modify undergraduate and master’s curricula to incorporate recent trends and projected professional needs and expand research and public service components with special emphasis on assessment.

A three-dimensional professional preparation model was developed with the following foci:

1. Enhancing life span motor development;
2. Promoting the major purposes of professional preparation in physical education-prevention of injury or illness, skill enhancement, meaningful active living, and rehabilitation; and
3. Developing instruments for assessment of performance and programs.

Additional emphasis is placed on the importance of movement of young children and on age-related changes in active, older adults to develop and maintain efficient movement through the lifespan. The professional preparation programs within the Department of Exercise and Sport Science prepare graduates to assist individuals of all ages in developing meaningful, active lifestyles. Improving the level of skill in a wide variety of activities and promoting effective movement patterns will result in more active and healthy individuals in our society. For additional information regarding the Center of Excellence in Physical Education, please contact: Department Chair, Exercise and Sport Science, Mitchell Hall, University of Wisconsin-La Crosse, La Crosse, WI 54601 USA

**Admission to programs**

All majors in the Department of Exercise and Sport Science have admission standards and retention and advancement standards. Students are advised to become aware of the application criteria for their major and may refer to program websites for the most detailed information regarding these criteria and procedures. Meeting minimum criteria does not guarantee admission, as the department programs have competitive admission processes.

**Exercise and sport science program transfer policy**

Students transferring into the exercise and sport science programs must have a cumulative GPA of 2.50 or higher at the time of transfer.

**General education writing emphasis**

This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

**2016-17 Faculty/Staff**

*The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.*

**Professor**

Carl Foster

Richard Mikat
John Porcari
Garth Tymeson
Brian Udermann
Glenn Wright
Chia-Chen Yu

Assistant Professor
Naoko Aminaka
Matthew Andre
Clayton Camic
Mark Gibson
Cordial Gillette
Teresa Hepler
Andrew Jagim
Jooyeon Jin
Attila Kovacs
Amy Tischler

Senior Lecturer
Scott Doberstein
Kevin King

Lecturer
Kasey Crawford
Kari Emineth
Barbara Gibson
Kathleen Gorman
Lillian Hallock
Melanie Healy
Patrick Healy
Lois Heeren
Christopher Helixon
Charles King
Abigail Lee
David Malecek
Andrew McGlenn
Thomas Mickschl
Debra Sazama
Kathryn Wagner

Philip Whitesitt

Associate Lecturer
Susan Bramwell
Kimberley Radtke

Laboratory Manager I
Christopher Dodge

Administrative Support
Jeanne Voss

Majors

• Athletic training major - BS (p. 419)
• Exercise and sport science major: exercise science fitness track - BS (p. 421)
• Exercise and sport science major: exercise science pre-professional track - BS (p. 423)
• Exercise and sport science major: physical education - BS (p. 426)
• Exercise and sport science major: sport management emphasis - BS (p. 428)

Minor

• Adapted physical education teaching minor (p. 430)

Concentration

• Coaching competitive athletics concentration (p. 431)

Athletic Training Major - Bachelor of Science (BS)

The athletic training program at the University of Wisconsin-La Crosse was the first accredited athletic training program in the state of Wisconsin, and offers one of the most competitive, in-depth, and hands-on athletic training programs in the country. The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The athletic training program has gained an excellent reputation for involving their athletic training students in various year-round athletic training opportunities.

Major requirements

(College of Science and Health)

Admission to program

Admission to the athletic training program is competitive and not all who apply can be accommodated. Admission requires an application/selection process for entry into ESS 181 Introduction to Sports Medicine. Enrollment in ESS 181 is limited to 35 candidates who will be considered for final selection into the program following completion of ESS 182 Prevention and Emergency Care for Athletic Trainers. Ten to fourteen (10-14) of the 35 candidates are selected at the end of the two-semester experience to enter the Commission on Accreditation of Athletic Training Education (CAATE) accredited undergraduate program. Application deadline for enrollment in ESS 181 is February 1 for consideration for each fall semester. Application materials may be obtained from the program website (http://www.uwlax.edu/
Exercise-Sport-Science/Athletic-Training). Notification of acceptance into ESS 181 will be made by approximately April 1.

Students accepted to the athletic training educational program after the observational year may not participate in intercollegiate athletics secondary to scheduling conflicts with clinical and field experiences required in the educational program.

Consideration for selection into ESS 181 is based on the following criteria:

- Acceptance into the University of Wisconsin-La Crosse;
- Cumulative high school/university GPA;
- GPA in science and sports medicine related course work;
- SAT or ACT scores and rank in class;
- Strength of student’s athletic training commitment as reflected in letters of recommendation;
- Previous athletic training/sports medicine experience, extracurricular activities, and leadership experience.
- Evaluation of application by selection committee.

Retention and advancement

Students admitted into the athletic training education program must maintain a minimum 2.75 cumulative grade point average (GPA), a minimum of a 3.0 GPA in all course work in the major, and have clinical evaluation scores of 3.0 or above (5.0 scale). Failure to meet any one of these retention criteria requires the student to be on a probationary status. If the student does not meet all criteria in two consecutive semesters, the student will be removed from the program.

Curriculum

78 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPR 105</td>
<td>Introduction to Sports Medicine</td>
<td>3</td>
</tr>
<tr>
<td>ESS 181</td>
<td>Human Anatomy and Physiology for Exercise Science I</td>
<td>3</td>
</tr>
<tr>
<td>ESS 182</td>
<td>Human Anatomy and Physiology for Exercise Science II</td>
<td>3</td>
</tr>
<tr>
<td>ESS 207</td>
<td>Human Motor Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ESS 286</td>
<td>Athletic Training Clinical I</td>
<td>2</td>
</tr>
<tr>
<td>ESS 287</td>
<td>Athletic Training Clinical II</td>
<td>2</td>
</tr>
<tr>
<td>ESS 302</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>ESS 323</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>ESS 326</td>
<td>Nutrition and Sport</td>
<td>3</td>
</tr>
<tr>
<td>ESS 349</td>
<td>Psychology of Coaching Competitive Athletics</td>
<td>2</td>
</tr>
<tr>
<td>ESS 368</td>
<td>Strength Training Techniques and Programs</td>
<td>3</td>
</tr>
<tr>
<td>ESS 378</td>
<td>Musculoskeletal Assessment of the Lower Body</td>
<td>4</td>
</tr>
<tr>
<td>ESS 379</td>
<td>Musculoskeletal Assessment of the Upper Body</td>
<td>4</td>
</tr>
<tr>
<td>ESS 383</td>
<td>Clinical Pathology for Exercise Science</td>
<td>3</td>
</tr>
<tr>
<td>ESS 386</td>
<td>Athletic Training Clinical III</td>
<td>2</td>
</tr>
<tr>
<td>ESS 387</td>
<td>Athletic Training Clinical IV</td>
<td>2</td>
</tr>
<tr>
<td>ESS 400</td>
<td>Pharmacology in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>ESS 450</td>
<td>Exercise and Sport Science Internship</td>
<td>8-12</td>
</tr>
<tr>
<td>ESS 481</td>
<td>Therapeutic Modalities for Athletic Training</td>
<td>4</td>
</tr>
<tr>
<td>ESS 483</td>
<td>Administration of Athletic Training Programs</td>
<td>3</td>
</tr>
<tr>
<td>ESS 484</td>
<td>Rehabilitation Techniques for Athletic Trainers</td>
<td>4</td>
</tr>
<tr>
<td>ESS 485</td>
<td>Current Readings/Research in Athletic Training</td>
<td>4</td>
</tr>
<tr>
<td>ESS 486</td>
<td>Athletic Training Clinical V</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 78

1 This course may apply to the general education requirements.

Athletic training majors are advised to take BIO 105 General Biology (4 cr.) in order to satisfy prerequisites for other courses.

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 420)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. )
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan,
and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/pssp/csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

*This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.*

Must be accepted to **athletic training observational year** in order to enroll in ESS 181 and to be on track for four-year graduation plan. See the Athletic Training (http://www.uwlax.edu/Exercise-Sport-Science/Athletic-Training) website for more details.

### Exercise and Sport Science Major: Exercise Science Fitness Track - Bachelor of Science (BS)

**Major requirements**

*(College of Science and Health)*

**Admission to program**

Admission to the exercise science emphasis is competitive and not all who apply may be accommodated.

1. To be considered for admission to the exercise and sport science major: exercise science emphasis, the student must have completed at least 30 semester credits, including general education credits and two pre-admission courses (BIO 100 or BIO 105 or MIC 100 and HPR 105) with a grade of at least "C" in each of these courses and a cumulative GPA of at least 2.75.

2. Applications are due October 1 to be considered for admission to the program spring semester or February 1 to be considered for admission to the program for fall semester. All candidates must meet academic requirements, physical fitness standards and professional and personal qualifications and be approved by the Exercise Science Selection Committee. Consideration for selection is based on the following criteria:
   a. Cumulative and major GPA;
   b. Fitness evaluation;
   c. Professional site visitations/observations;
   d. Extra-curricular experiences related to the emphasis;
   e. Writing skills; and
   f. Interview (fitness track only).

**Retention and advancement**

1. Once admitted, a 2.75 GPA (cumulative and major) must be maintained and a "C" grade or better must be earned in all required and elective major courses for retention in the program. Students whose GPA falls below 2.75 will be placed on probation for one semester. Failure to achieve a 2.75 GPA (cumulative and major) by the end of the probation semester will result in ineligibility to continue in the program.

2. To be admitted to ESS 450 Exercise and Sport Science Internship, students must achieve a 2.75 cumulative and major GPA and have successfully completed all program course work.
Curriculum

37 credits

Core courses:

(required for all ESS-exercise science emphasis students)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 100</td>
<td>Physical Activities (6 courses/1 cr. each)</td>
<td>6</td>
</tr>
<tr>
<td>ESS 201</td>
<td>Safety, First Aid and CPR</td>
<td>1</td>
</tr>
<tr>
<td>ESS 207</td>
<td>Human Motor Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ESS 281</td>
<td>Prevention and Care of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>ESS 302</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>ESS 303</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>ESS 320</td>
<td>Field Experience in Exercise Science or Sport</td>
<td>3</td>
</tr>
<tr>
<td>ESS 323</td>
<td>Nutrition and Sport</td>
<td>3</td>
</tr>
<tr>
<td>ESS 368</td>
<td>Strength Training Techniques and Programs</td>
<td>3</td>
</tr>
<tr>
<td>ESS 446</td>
<td>Current Research and Trends in Exercise Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Fitness track courses (43 credits):

Select one of the following: 6-8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 205 &amp; ESS 206</td>
<td>Human Anatomy and Physiology for Exercise Science I and Human Anatomy and Physiology for Exercise Science II</td>
<td>2</td>
</tr>
<tr>
<td>BIO 312 &amp; BIO 313</td>
<td>Human Anatomy and Physiology I and Human Anatomy and Physiology II</td>
<td>2</td>
</tr>
<tr>
<td>ESS 309</td>
<td>Strength Training Clinical</td>
<td>2</td>
</tr>
<tr>
<td>ESS 344</td>
<td>Introduction to Fitness Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ESS 355</td>
<td>Methods of Exercise Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ESS 403</td>
<td>Advanced Strength Training Applications and Techniques</td>
<td>2</td>
</tr>
<tr>
<td>ESS 411</td>
<td>Strength and Conditioning Educator Training</td>
<td>2</td>
</tr>
<tr>
<td>ESS 443</td>
<td>Fitness Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>ESS 447</td>
<td>Administration in Fitness and Sport</td>
<td>3</td>
</tr>
<tr>
<td>ESS 449</td>
<td>Seminar in Fitness/Sports Management</td>
<td>1</td>
</tr>
<tr>
<td>ESS 450</td>
<td>Exercise and Sport Science Internship</td>
<td>12</td>
</tr>
<tr>
<td>CST 260</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 307</td>
<td>Writing for Management, Public Relations and the Professions</td>
<td>3</td>
</tr>
<tr>
<td>MKT 309</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>

General education requirements

Exercise and sport science majors with the exercise science emphasis are required to take HPR 105. Students that select the fitness track must also take BIO 100 or BIO 105 or MIC 100 (BIO 100 or MIC 100 recommended). Additional general education courses must also be selected to complete all category requirements and to meet the university minimum requirement of 48 total credit hours in general education.

Degree requirements

All students must complete the general education, college core (waived for exercise and sport science: exercise science fitness track majors), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 422)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
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5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

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Sample degree plan

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their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

*This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.*

**Exercise and Sport Science Major: Exercise Science Pre-Professional Track - Bachelor of Science**

**Major requirements**

(College of Science and Health)

**Admission to program**

Admission to the exercise science emphasis is competitive and not all who apply may be accommodated.

1. To be considered for admission to the exercise and sport science major: exercise science emphasis, the student must have completed at least 30 semester credits, including general education credits and two pre-admission courses (BIO 105 or MIC 100 and HPR 105) with a grade of at least "C" in each of these courses and a cumulative GPA of at least 2.75.

2. Applications are due October 1 to be considered for admission to the program spring semester or February 1 to be considered for admission to the program for fall semester. All candidates must meet academic requirements, physical fitness standards and professional and personal qualifications and be approved by the Exercise Science Selection Committee. Consideration for selection is based on the following criteria:

   a. Cumulative and major GPA;
   b. Fitness evaluation;
   c. Professional site visitations/observations;
   d. Extra-curricular experiences related to the emphasis;
   e. Writing skills.

**Retention and advancement**

1. Once admitted, a 2.75 GPA (cumulative and major) must be maintained and a "C" grade or better must be earned in all required and elective major courses for retention in the program. Students whose GPA falls below 2.75 will be placed on probation for one semester. Failure to achieve a 2.75 GPA (cumulative and major)
by the end of the probation semester will result in ineligibility to continue in the program.

2. To be admitted to ESS 450 Exercise and Sport Science Internship, students must achieve a 2.75 cumulative and major GPA and have successfully completed all program course work.

For complete details regarding application procedures, contact the Exercise Science Program Director in the Department of Exercise and Sport Science.

Curriculum
(60-61 credits for the pre-professional track)

Pre-professional track courses:
Core courses:
(required for all ESS-exercise science emphasis students)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 100</td>
<td>Physical Activities (6 courses/1 cr. each)</td>
<td>6</td>
</tr>
<tr>
<td>ESS 201</td>
<td>Safety, First Aid and CPR</td>
<td>1</td>
</tr>
<tr>
<td>ESS 207</td>
<td>Human Motor Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ESS 281</td>
<td>Prevention and Care of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>ESS 302</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>ESS 303</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>ESS 320</td>
<td>Field Experience in Exercise Science or Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>ESS 323</td>
<td>Nutrition and Sport</td>
<td>3</td>
</tr>
<tr>
<td>ESS 368</td>
<td>Strength Training Techniques and Programs</td>
<td>3</td>
</tr>
<tr>
<td>ESS 446</td>
<td>Current Research and Trends in Exercise Science</td>
<td>3</td>
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</table>

Total Credits: 30

Required courses (12 credits)

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<td>Clinical Pathology for Exercise Science</td>
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</tr>
<tr>
<td>BIO 312</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
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<tr>
<td>BIO 313</td>
<td>Human Anatomy and Physiology II</td>
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<tr>
<td>CHE 460</td>
<td>Medical Terminology for Health Education</td>
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SAH college curriculum (12-13 credits)

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<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>PHY 104</td>
<td>Fundamental Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Select a BIO or MIC course

- Select any 3 credit sociology course

Total Credits: 30-31

Note: not including BIO 105, BIO 312, or BIO 313

Students must complete at least 40 credits in the 300/400 level range.

General education requirements

Exercise and sport science majors with the exercise science emphasis are required to take HPR 105. Students that select the pre-professional track must also take BIO 105, CHM 103, MTH 145, a second math course at the 150 level or higher or CS 101 or CS 120, and PHY 103. Additional general education courses must also be selected to complete all category requirements and to meet the university minimum requirement of 48 total credit hours in general education.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 424)
- Baccalaureate degree requirements (p. 425)

College of Science and Health (SAH)

Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits

   a. At least 12 credits must be earned at the 300/400 level outside the major department.

   b. The remaining six credits should come from

   i. 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or

   ii. 300/400 level courses inside major not being used to fulfill major requirements.

   c. Internship credits may not count toward the individualized option.
Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 33).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&Amp;languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Year 1

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 105 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>Chm 103</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy Written)</td>
<td>3</td>
<td>CST 110 (Gen Ed Literacy Oral)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HPR 105 (Gen Ed Health &amp; Well-Being)</td>
<td>3</td>
<td>ESS 100 (Select a topic of interest)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MTH Course at 150 Level or Higher, or CS 101 or CS 120</td>
<td>4</td>
<td>ESS 201</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>MTH 145</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Meet with faculty advisor to discuss requirements for admission to the ESS-Exercise Science program.</td>
<td>Gen Ed Minority Cultures (Any 3 credit SOC Course)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16 17

Year 2

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 312</td>
<td>4</td>
<td>ESS 100</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Chm 104</td>
<td>5</td>
<td>Bio 313</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Eng 200, 201, 202, 203, 204, 205, or 206 (Gen Ed Hum Studies-Lit)</td>
<td>3</td>
<td>ESS 100</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>His 101, 102, or Arc 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>ESS 281</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Apply for admission to ESS-Exercise Science program–see WINGS advisement report and ESS-Exercise Science website for details.</td>
<td>ESS 303</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any BIO or MTH Course</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15 14

Year 3

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 100</td>
<td>1</td>
<td>CHE 450</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ESS 207</td>
<td>3</td>
<td>ESS 320</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ESS 302</td>
<td>3</td>
<td>ESS 323</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ESS 383</td>
<td>3</td>
<td>PHY 104</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Phy 103 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>Minor or 2nd Major Coursework</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Psy 100 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17 17

Year 4

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 100</td>
<td>1</td>
<td>ESS 100</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ESS 368</td>
<td>3</td>
<td>ESS 446</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

1 The list of exempted SAH programs is below.
Exercise and Sport Science Major: Physical Education - Bachelor of Science (BS)

Major requirements
(Teacher certification programs)

Admission to PETE Program

Admission to the Physical Education Teacher Education Program (PETE) is competitive and successful completion of application requirements does not guarantee admission into the PETE program. Students who wish to be considered for acceptance into the program will be evaluated using the following criteria:

1. Completion and grade point average (GPA) of foundation courses - Student must earn a "C" or better in each course,

Foundation courses
- ESS 118 Introduction to Physical Education Teaching 2
- BIO 100 Biology for the Informed Citizen 4
- or BIO 105 General Biology
- or MIC 100 Microbes and Society
- ESS 200 Introduction to Teaching Methods in Physical Education 2
- HPR 105 Creating A Healthy, Active Lifestyle 3

2. 2.75 combined cumulative GPA (including transfer grade points),
3. Satisfy the basic skills testing requirement (p. 530),
4. K-12 leadership involvement and reflection,
5. A satisfactory interview with PETE admission committee members, and
6. A criminal background check (p. 531).

Students are allowed to apply for PETE admission twice during their academic career at UWL. Course substitutions may be authorized by the program director. Curriculum changes may result in a revision of courses and other criteria used as admission requirements.

Retention and advancement

Students admitted into the PETE program must maintain a 2.75 grade point average, and must successfully complete portfolio requirements. In order to enroll in student teaching and clinical courses, students must have earned and maintained a 2.75 combined cumulative GPA and a 2.75 GPA in the major, minor, concentration, and professional course work. Passing scores for the PRAXIS II Subject Assessment are required in each certification area prior to entering student teaching.

Aquatics and first aid certification

Exercise and sport science teaching majors must possess a current Water Safety Instructor (WSI) and American Red Cross First Aid or equivalent agency certification prior to student teaching.

Curriculum

76-81 credits

Professional requirements

First year Credits
- ESS 118 2
- ESS 121 2

Sophomore year Credits
- ESS 200 2
- ESS 205 3
- ESS 206 3
- ESS 207 3
- ESS 212 3
- ESS 231 3
- ESS 261 2

Junior year Credits
- ESS 302 3
- ESS 303 2-3
- ESS 310 3
- ESS 363 2
- ESS 364 3
- ESS 366 3
- ESS 367 3

Senior year Credits
- ESS 419 5
- ESS 420 5
- ESS 423 2
- ESS 424 3
must accomplish the following:

Baccalaureate degree requirements

in the Student Information System (WINGS) Student Center. All enrolled

requirements in order to qualify for a degree. The easiest way to track all

All students must complete the general education, college core (waived

programs. The School of Education website

Teacher certification candidates should refer to additional teacher education

policies (p. 527) identified in the School of Education section of this
catalog. These policies apply to students in all teacher education programs. The School of Education website (http://www.uwlax.edu/soe) also has additional information.

Degree requirements

All students must complete the general education, college core (waived

for teacher certification programs), major/minor, and university degree

requirements in order to qualify for a degree. The easiest way to track all

of these requirements is to refer to the Advisement Report (AR) found

in the Student Information System (WINGS) Student Center. All enrolled

students have access to the AR.

• General education (p. 59)

• Baccalaureate degree requirements (p. 427)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees

must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum

Committee for the degree desired in the respective school or
college. (No substitutions for graduation may be made in course

requirements for a major or minor after the fourth week of the last

semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00
cumulative GPA. At least 40 credits must be earned in 300/400
(senior college) level courses. Courses earned at the 100/200 level
does not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA

in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required

for graduation. (See undergraduate resident requirement (p. 427).

7. Submit an application for graduation via the "Apply for Graduation"

link in the WINGS Student Center as soon as the student has

registered for his or her final semester or summer term in residence.
December and winter intersession graduates should apply by May 1.
May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be

considerably higher than 2.00. Re-entering students may be required to

earn credits in excess of the 120 needed for graduation in any
curriculum in order to replace credits earned in courses in which the
content has changed substantially in recent years. Each case will be
judged on its own merit.

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Sample degree plan

Below is a sample degree plan that can be used as a guide to identify

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and some courses may not be offered every term. Review the course
descriptions or the class timetable (http://www.uwlax.edu/Records/
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The sample degree plans represented in this catalog are intended for

first-year students entering UWL in the fall term. Students should use
the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/
csprod/?cmd=login&languageCd=ENG) and work closely with
their faculty advisor(s) and college dean’s office to ensure declaration
and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational

experience for all undergraduates at UWL. Sample degree plans
include Gen Ed placeholders to ensure completion of the general
education requirements. Courses may be rearranged to fit the needs or
recommendations of the student’s program of study. Gen Ed courses
may be taken during winter term (January between the semesters) and
summer to reduce the course load during regular terms (fall and spring).
Students should consult with their advisor and/or the assistant to the
dean of their college for assistance with course and schedule planning.
Refer to the general education requirements (p. 59) for more specific
details.

Note: at least 40 credits of the 120 credits required must be earned at
the 300/400 level.

This sample degree plan does not establish a contractual agreement. It
identifies the minimum requirements a student must successfully complete,
to qualify for a degree, in a format intended to assist the student plan their
academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 118</td>
<td>2</td>
<td>ESS 121</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>HIS 101 or 102 (Gen Ed World Hist)</td>
<td>3</td>
<td>ESS 200</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>HPR 105 or (Gen Ed Health &amp; Well-Being)</td>
<td>3</td>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIO 100, 105, or MIC 100 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy - Written)</td>
<td>3</td>
<td>Gen Ed Math</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Meet with faculty advisor to discuss requirements for admission to Physical Education Teacher Education (PETE) Program.1

Apply for Admission to Physical Education Teacher Education Program (PETE) following the completion of BIO or MIC 100, HPR 105, ESS 118, ESS 200. A GPA of 2.75 and passing Praxis Core Score or ACT of 24 or more is required.

Year 2
Fall Credits Spring Credits
ESS 212 3 ESS 206 3
ESS 205 3 ESS 207 3
EDS 203 3 ESS 231 3
EDS 206 3 ESS 261 2
General Education Global Studies 3 ESS 310 2
Satisfy First Aid/CPR and Water Safety Instructor certification requirement. 3-4

Year 3
Fall Credits Spring Credits
ESS 302 3 ESS 3033 2
ESS 364 3 ESS 363 2
ESS 366 3 ESS 419 5
ESS 367 3 PSY 370 3
General Education Natural Science Lab; choose from list of Gen Ed PHYSICAL SCIENCE offerings. 3

Year 4
Fall Credits Spring Credits
ESS 420 5 ESS 425 1
ESS 423 2 EDS 4944 12
ESS 424 4
General Education Arts 2-3
General Education Electives 3-4

Total Credits: 122-124

1 See the PETE Admissions (http://www.uwlax.edu/Exercise-Sport-Science/Physical-Education-Teaching/#qt-2) website for details.  
2 Teacher education majors are required to complete one Gen Ed physical science course with a lab (see WINGS Advisement Report for options).  
3 ESS-physical education majors do not take the ESS 303 Biomechanics lab and enroll in the lecture only (2 credits).  
4 See the Office of Field Experience (http://www.uwlax.edu/SOE/For-teacher-candidates) for details about applying to student teaching.

Exercise and Sport Science Major: Sport Management Emphasis - Bachelor of Science (BS)

Major requirements

Admission to program

Admission to the sport management emphasis is competitive and not all who apply may be accommodated. From those applying each year, approximately 30 will be admitted into the sport management emphasis. To be considered for admission to the exercise and sport science major: sport management emphasis, the student must have:

1. Completed or be "in progress" of completing at least 30 semester credits, including general education credits and the two pre-admission core courses (BIO 100 or BIO 105 or MIC 100; ESS 110) with a grade of at least "C" in each of these core courses.
2. A cumulative UW-L GPA of 2.75.
3. Applications are due October 1 to be considered for admission to the program spring semester or February 1 to be considered for admission to the program for fall semester. All candidates must meet academic, professional involvement, and personal qualifications and be approved by the Sport Management Advisory Board. Consideration for selection is based on the following criteria:
   a. Cumulative UW-L GPA;
   b. Professional involvement;
   c. Professional site visitations/observations/work experiences;
   d. Writing skills; and
   e. Interview.

Retention and advancement

1. Once admitted, a 2.75 GPA (cumulative and major) must be maintained and a "C" grade or better must be earned in all required and elective major courses for retention in the program. Students whose GPA falls below 2.75 will be placed on program probation for one semester. Failure to achieve a 2.75 GPA (cumulative and major) by the end of the probation semester will result in ineligibility to continue in the program.
2. To be admitted to ESS 450 Exercise and Sport Science Internship, students must achieve a 2.75 cumulative and major GPA and have successfully completed all program course work.

For complete details regarding application procedures, contact the Sport Management Program Director in the Department of Exercise and Sport Science.

Curriculum

67 credits

Core courses

ESS 110 Introduction to Sport Management 2
Degree requirements

All students must complete the general education, college core (waived for exercise and sport science: sport management emphasis majors), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 429)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
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5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
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Adapted Physical Education Teaching Minor

(Exercise and sport science – physical education teaching)

Admission

Admittance into the minor requires physical education teacher education (PETE) program admission; a grade "BC" or higher in ESS 231; completion of required written application; and the approval of the coordinator of adapted physical education. Admission to the minor can occur during the same semester of admission to the PETE Program or any semester thereafter.

Retention and advancement

1. Earn a "C" grade or higher in all minor courses, except for ESS 439 in which a grade of "B" or higher must be attained.
2. Maintain a 2.75 GPA in all minor courses.

Curriculum

25 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 231</td>
<td>Introduction to Adapted Physical Education</td>
</tr>
<tr>
<td>ESS 233</td>
<td>Teaching Methods in Adapted Aquatics</td>
</tr>
<tr>
<td>ESS 430</td>
<td>Disability and Physical Activity Implications</td>
</tr>
<tr>
<td>ESS 431</td>
<td>Fitness Programming for Persons with Disabilities</td>
</tr>
<tr>
<td>ESS 435</td>
<td>Sports for Persons with Disabilities</td>
</tr>
<tr>
<td>ESS 436</td>
<td>Assessment and Program Evaluation in Adapted Physical Education</td>
</tr>
<tr>
<td>ESS 437</td>
<td>Teaching and Service Delivery Models in Adapted Physical Education</td>
</tr>
<tr>
<td>ESS 439</td>
<td>Teaching Methods and Internship in Adapted Physical Education</td>
</tr>
<tr>
<td>SPE 424</td>
<td>Classroom Management and Positive Behavior Practices</td>
</tr>
<tr>
<td>EDS 494</td>
<td>Student Teaching: Early Adolescence-Adolescence/Early Childhood Adolescence</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

Clinical/Student Teaching/Certification

Teacher candidates participate in a variety of adapted physical education clinical experiences (with students who have disabilities) that are associated with program requirements and course work in the minor, including student teaching in adapted physical education (completed during regular student teaching). Teacher candidates who successfully complete the minor along with requirements of the physical education...
teacher education program are eligible to receive the Wisconsin add-on Adapted Physical Education (WI #860, early childhood – adolescence) license. In order to receive the add-on license, a teacher candidate must also be licensed to teach general Physical Education (WI #530, early childhood – adolescence).

**Coaching Competitive Athletics Concentration**

(All colleges)

24 credits - Not eligible for Wisconsin Department of Public Instruction certification

**Core courses (16-18 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 100</td>
<td>Physical Activities (strength conditioning)</td>
<td>1-3</td>
</tr>
<tr>
<td>or ESS 368</td>
<td>Strength Training Techniques and Programs</td>
<td>1</td>
</tr>
<tr>
<td>ESS 201</td>
<td>Safety, First Aid and CPR</td>
<td>3</td>
</tr>
<tr>
<td>ESS 205</td>
<td>Human Anatomy and Physiology for Exercise Science I</td>
<td>3</td>
</tr>
<tr>
<td>ESS 206</td>
<td>Human Anatomy and Physiology for Exercise Science II</td>
<td>3</td>
</tr>
<tr>
<td>ESS 281</td>
<td>Prevention and Care of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>ESS 348</td>
<td>Theory of Coaching</td>
<td>2</td>
</tr>
<tr>
<td>ESS 349</td>
<td>Psychology of Coaching Competitive Athletics</td>
<td>2</td>
</tr>
<tr>
<td>ESS 451</td>
<td>Practicum in Athletic Coaching</td>
<td>2-3</td>
</tr>
</tbody>
</table>

**Elective courses**

Select 6-8 credits from the following: 6-8

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 130</td>
<td>Officiating Athletics</td>
</tr>
<tr>
<td>ESS 207</td>
<td>Human Motor Behavior</td>
</tr>
<tr>
<td>ESS 249</td>
<td>Youth Sport Issues</td>
</tr>
<tr>
<td>ESS 302</td>
<td>Physiology of Exercise</td>
</tr>
<tr>
<td>ESS 303</td>
<td>Biomechanics</td>
</tr>
<tr>
<td>ESS 323</td>
<td>Nutrition and Sport</td>
</tr>
<tr>
<td>ESS 348</td>
<td>Theory of Coaching</td>
</tr>
<tr>
<td>ESS 410</td>
<td>Legal Implications of Sport and Activity</td>
</tr>
<tr>
<td>ESS 451</td>
<td>Practicum in Athletic Coaching</td>
</tr>
<tr>
<td>HED 409</td>
<td>Stress Management and Relaxation Skills</td>
</tr>
<tr>
<td>HED 474</td>
<td>Nutrition Education</td>
</tr>
</tbody>
</table>

**Total Credits** 24

**Geography and Earth Science Department (GEO/ESC)**

*College of Science and Health*

*Department Chair: Cynthia Berlin*

*2004 Cowley Hall; 608.785.8333*

*Email: cberlin@uwlaux.edu*

www.uwlax.edu/geography-and-earth-science

Geography is the science of place and space. Geographers ask where things are located on the surface of the earth, why they are located where they are, how places differ from one another, and how people interact with the environment. There are two main branches of geography: human geography and physical geography. Human geography is concerned with the spatial aspects of human existence — how people and their activity are distributed in space, how they use and perceive space, and how they create and sustain the places that make up the earth’s surface. Human geographers work in the fields of urban and regional planning, transportation, marketing, real estate, tourism, and international business. Physical geographers study patterns of climates, land forms, vegetation, soils, and water. They forecast the weather, manage land and water resources, and analyze and plan for forests, rangelands, and wetlands. Many human and physical geographers have skills in cartography and geographic information systems (GIS). Geographers also study the linkages between human activity and natural systems.

Students who are considering studying geography and earth science will probably answer yes to one or more of the following questions:

- Are you curious about places? Do you like to study maps? Are you interested in the constantly changing pattern of human activity and natural phenomena on the landscape? Are you interested in foreign areas? Do you like to work outside? Are you a problem solver? Are you good at seeing connections among seemingly unrelated processes? Can you adapt to rapid technological change? Do you try to see the bigger picture? Are you interested in connections between humans and the environment?

**2016-17 Faculty/Staff**

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

**Professor**

Cynthia Berlin

Georges Cravins

**Associate Professor**

Colin Belby

**Assistant Professor**

Joan Bunbury

Gargi Chaudhuri

John Kelly

Niti Mishra

Paul Reyerson

Daniel Sambu

**Lecturer**

Jeffrey Kueny

**GIS Lab Manager**

Steven Fulton

**Administrative Support**

**Majors**

- Geography major - BA (p. 432)
- Geography major - BS (p. 434)
- Geography major: environmental science concentration - BA (p. 436)
• Geography major: environmental science concentration - BS (p. 438)
• Geography major: geographic information science concentration - BA (p. 440)
• Geography major: geographic information science concentration - BS (p. 442)
• Geography education major (early adolescence-adolescence certification) - BS (p. 445)
• Social studies education (broad field) major (early adolescence-adolescence certification) - BS (p. 446)

Minors
• Geography minor (p. 447)
• Geographic information science minor (p. 448)
• Geoarchaeology minor (p. 448)
• Geography education minor (p. 448)
• Earth science minor (p. 448)
• Earth science education minor (p. 449)

Honors
• Geography and earth science honors program (p. 449)

Geography Major - Bachelor of Arts (BA)

Major requirements
(All colleges, excluding teacher certification programs)

39 credits

Core courses
ESC 101 Earth Environments 4
ESC 221 Introduction to Climate Systems 4
or ESC 222 Landforms: Processes and Regions
GEO 110 World Cultural Regions 3
GEO 201 Geography of United States and Canada 3
GEO/ESC 250 Maps and GIS 3
GEO/ESC 385 Introduction to Geographic Information System and Science 3
GEO 401 Focus on Geography: A Capstone Course 1

Cultural geography
Select one of the following: 3
GEO 300 Population Geography
GEO 306 Economic Geography
GEO 307 Political Geography
GEO 309 Urban Geography
GEO 310 Transportation Geography
GEO/ESC 321 Sustainable Development and Conservation

Techniques
Select one of the following: 3
GEO/ESC 345 Remote Sensing
GEO/ESC 390 Geographic Field Methods
GEO/ESC 440 Geographic Interpretation of Aerial Photographs
GEO/ESC 445 Advanced Remote Sensing

GEO/ESC 455 Web Mapping
GEO 485 Advanced Geographic Information Science
GEO 488 Spatial Data Analysis

Regional geography
Select one of the following: 3
GEO 204 Geography of Wisconsin
GEO 304 Geography of Europe
GEO 312 Geography of Africa
GEO 318 The Geography of Latin America & the Caribbean
GEO 328 Geography of East and Southeast Asia
GEO 331 Geography of the Middle East, Central and South Asia
GEO 340 Earth's Polar Regions

Physical geography
Select one of the following: 3
GEO/ESC 422 Meteorology and Weather Forecasting
GEO/ESC 425 Biogeography
GEO/ESC 426 Soil Morphology and Genesis
GEO/ESC 427 Water Resources
GEO/ESC 430 Fluvial Geomorphology
GEO/ESC 460 Environmental Hazards and Land Use

Elective credits 6
Select from courses listed above plus the following:
GEO 200 Conservation of Global Environments
GEO 202 Contemporary Global Issues
ESC 211 Global Warming and Climate Change
GEO/ESC 270 Geographic Themes
GEO/ESC 355 Map Design and Geovisualization
GEO/ESC 450 Geography Internship
GEO/ESC 470 Special Topics in Geography/Earth Science
GEO/ESC 490 Independent Study
GEO/ESC 495 Seminar in Geography/Earth Science
GEO/ESC 499 Undergraduate Research

Total Credits 39

Degree requirements
All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 432)
• Baccalaureate degree requirements (p. 433)

College of Science and Health (SAH)
Bachelor of Arts core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 210, BIO 304, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements
must accomplish the following:

Candidates for the Bachelor of Arts or the Bachelor of Science degrees are selected in consultation with your advisor. Complete one of the following options. It is recommended that courses are selected in consultation with your advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or

2. Complete an individualized option, consisting of 15 credits.
   a. These courses must be from the College of Liberal Studies/School of Arts and Communication.
   b. At least 9 credits must be earned at the 300/400 level.
   c. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
   d. Internship credits may not count toward the individualized option.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has recorded within 30 days after the official ending date of each term.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cprod/?cmd=login&LanguageCd=ENG) and work closely with their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student's program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

**Year 1**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 101 (Gen Ed Lab Science)</td>
<td>4</td>
<td>GEO 201</td>
<td>3</td>
</tr>
<tr>
<td>GEO 110 (Gen Ed Global Studies)</td>
<td>3 CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3 Gen Ed Health &amp; Well Being</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 Gen Ed Arts</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3 Gen Ed Math</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Year 2**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 221 (or take ESC 222 in Spring)</td>
<td>4 Regional Geography</td>
<td>(see list)</td>
<td>3</td>
</tr>
<tr>
<td>GEO 250 or ESC 250</td>
<td>3 Gen Ed Hum-Lit</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3 202level Language (Gen Ed + SAH BA Core)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Self &amp; Society</td>
<td>3 Gen Ed Natural Lab Science (not GEO/ESC)</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
**Geography Major - Bachelor of Science (BS)**

### Major requirements

(All colleges, excluding teacher certification programs)

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography Techniques (see list)</td>
<td>3 GEO 385 or ESC 385</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Geography (see list) (Writing Emphasis)</td>
<td>3 SAH Core (300/400 CLS elec) or CLS Minor</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 202 (or other Gen Ed elective)</td>
<td>3 SAH Core (300/400 CLS elec) or CLS Minor</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Math or CT 100 (SAH Core)</td>
<td>3-4 300/400 University Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Elective</td>
<td>2 University Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Year 4**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 401</td>
<td>1 Geography Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Physical Geography (see list) (Writing Emphasis)</td>
<td>3 Geography Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SAH Core (300/400 CLS elec) or CLS Minor</td>
<td>3 SAH Core or CLS Minor</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SAH Core or CLS Minor</td>
<td>3 300/400 University Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>300/400 University Elective</td>
<td>3 300/400 University Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Elective credits | 6 |

Total Credits: 120

---

1. See SAH BA Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

### Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 435)
• Baccalaureate degree requirements (p. 435)

College of Science and Health (SAH) Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

1 The list of exempted SAH programs is below.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 101 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>GEO 201</td>
<td>3</td>
</tr>
<tr>
<td>GEO 110 (Gen Ed Global Studies)</td>
<td>3</td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
</tr>
</tbody>
</table>

University of Wisconsin-La Crosse 435
**Geography Major: Environmental Science Concentration - Bachelor of Arts (BA)**

### Major requirements

(All colleges, excluding teacher certification programs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 101</td>
<td>Earth Environments</td>
<td>4</td>
</tr>
<tr>
<td>GEO 110</td>
<td>World Cultural Regions</td>
<td>3</td>
</tr>
<tr>
<td>GEO 200</td>
<td>Conservation of Global Environments</td>
<td>3</td>
</tr>
<tr>
<td>GEO 201</td>
<td>Geography of United States and Canada</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 250</td>
<td>Maps and GIS</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 385</td>
<td>Introduction to Geographic Information System and Science</td>
<td>3</td>
</tr>
<tr>
<td>GEO 401</td>
<td>Focus on Geography: A Capstone Course</td>
<td>1</td>
</tr>
</tbody>
</table>

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 211</td>
<td>Global Warming and Climate Change</td>
<td>3</td>
</tr>
<tr>
<td>ESC 221</td>
<td>Introduction to Climate Systems</td>
<td>3</td>
</tr>
<tr>
<td>ESC 222</td>
<td>Landforms: Processes and Regions</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 422</td>
<td>Meteorology and Weather Forecasting</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 425</td>
<td>Biogeography</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 426</td>
<td>Soil Morphology and Genesis</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 427</td>
<td>Water Resources</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 430</td>
<td>Fluvial Geomorphology</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 460</td>
<td>Environmental Hazards and Land Use</td>
<td>3</td>
</tr>
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</table>

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEO/ESC 345</td>
<td>Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 390</td>
<td>Geographic Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 440</td>
<td>Geographic Interpretation of Aerial Photographs</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 445</td>
<td>Advanced Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>GEO 485</td>
<td>Advanced Geographic Information Science</td>
<td>3</td>
</tr>
<tr>
<td>GEO 488</td>
<td>Spatial Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 203</td>
<td>Organismal Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
<td>3</td>
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</table>

Three credits from the following may be applied to the major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO/ESC 450</td>
<td>Geography Internship</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 490</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 499</td>
<td>Undergraduate Research</td>
<td>3</td>
</tr>
<tr>
<td>BIO 302</td>
<td>Introductory Plant Identification</td>
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<tr>
<td>BIO 307</td>
<td>Ecology</td>
<td>3</td>
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<tr>
<td>BIO 341</td>
<td>Limnology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 404</td>
<td>Plant Taxonomy</td>
<td>3</td>
</tr>
<tr>
<td>HIS 317</td>
<td>American Environmental History</td>
<td>3</td>
</tr>
<tr>
<td>CHM 301</td>
<td>Analytical Chemistry</td>
<td>3</td>
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</tbody>
</table>

Total Credits: 55-59

---

1. See SAH BS Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.
must accomplish the following:

are selected in consultation with your advisor.

It is recommended that courses

Language Institute

for non-native speakers of English. Contact the "

the college and proficiency in a foreign language at the 202 level or an

For the Bachelor of Arts degree

courses or one math course and one computer science course from the

math/logical systems category of the general education requirements

GE 02). One of the two science courses must be from a department

outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Arts degree, students must complete a major from the college and proficiency in a foreign language at the 202 level or an ESL proficiency score of 80 or above on the La Crosse Battery of exams for non-native speakers of English. Contact the "English as a Second Language Institute" for eligibility and regulations. Students must also complete one of the following options. It is recommended that courses are selected in consultation with your advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or

2. Complete an individualized option, consisting of 15 credits.
   a. These courses must be from the College of Liberal Studies/ School of Arts and Communication.
   b. At least 9 credits must be earned at the 300/400 level.
   c. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
   d. Internship credits may not count toward the individualized option.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Note: at least 40 credits of the 120 credits required must be earned at

college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 437)
• Baccalaureate degree requirements (p. 437)

College of Science and Health (SAH)

Bachelor of Arts core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 210, BIO 304, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Arts degree, students must complete a major from the college and proficiency in a foreign language at the 202 level or an ESL proficiency score of 80 or above on the La Crosse Battery of exams for non-native speakers of English. Contact the "English as a Second Language Institute" for eligibility and regulations. Students must also complete one of the following options. It is recommended that courses are selected in consultation with your advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or
2. Complete an individualized option, consisting of 15 credits.
   a. These courses must be from the College of Liberal Studies/ School of Arts and Communication.
   b. At least 9 credits must be earned at the 300/400 level.
   c. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
   d. Internship credits may not count toward the individualized option.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Note: at least 40 credits of the 120 credits required must be earned at

college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 437)
• Baccalaureate degree requirements (p. 437)

College of Science and Health (SAH)

Bachelor of Arts core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 210, BIO 304, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Arts degree, students must complete a major from the college and proficiency in a foreign language at the 202 level or an ESL proficiency score of 80 or above on the La Crosse Battery of exams for non-native speakers of English. Contact the "English as a Second Language Institute" for eligibility and regulations. Students must also complete one of the following options. It is recommended that courses are selected in consultation with your advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or
2. Complete an individualized option, consisting of 15 credits.
   a. These courses must be from the College of Liberal Studies/ School of Arts and Communication.
   b. At least 9 credits must be earned at the 300/400 level.
   c. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
   d. Internship credits may not count toward the individualized option.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribe...
to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 101 (Gen Ed Natural Lab Science)</td>
<td>4 GEO 201</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 110 (Gen Ed Global Studies)</td>
<td>3 BIO 105 or 100 (BIO 105 needed if taking BIO 203)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3 MTH 150</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 CST 110 (Gen Ed Literacy-Oral)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3 Gen Ed Arts</td>
<td>2-3</td>
<td></td>
<td></td>
</tr>
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<td><strong>Total Credits:</strong></td>
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<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEO 250 or ESC 250</td>
<td>3 Physical Geography (see list)</td>
<td>3-4</td>
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<td></td>
</tr>
<tr>
<td>Physical Geography (see list)</td>
<td>3-4 BIO 203 or CHM 104</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 103 (Gen Ed Natural Lab Science)</td>
<td>5 MTH 145 (Gen Ed Math/Logical Systems)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Self &amp; Society</td>
<td>3 202-level Language (SAH BA Core)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
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<td><strong>15</strong></td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEO 200 (Gen Ed Global Studies)</td>
<td>3 Geography Techniques (see list) (Writing Emphasis) OR SAH Core (300/400 not GEO/ESC) or Minor</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 385 or ESC 385</td>
<td>3 Gen Ed Hum-Lit</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography Techniques (see list) (Writing Emphasis) OR SAH Core (300/400 not GEO/ESC) or Minor</td>
<td>3 SAH Core (300/400 CLS elec) or CLS Minor</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well Being</td>
<td>3 University Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3 University Elective</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td><strong>Total Credits:</strong></td>
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<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEO 401</td>
<td>1 Physical Geography 300/400 (see list)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography Techniques 300/400 (see list) (Writing Emphasis)</td>
<td>3-4 Geography Techniques 300/400 (see list)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAH Core or CLS Minor</td>
<td>3 SAH Core (300/400 CLS elec) or CLS Minor</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 See SAH BA Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

### Geography Major: Environmental Science Concentration - Bachelor of Science (BS)

#### Major requirements

(All colleges, excluding teacher certification programs)

38-40 credits (55-59 total credits including BIO, CHM and MTH requirements)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ESC 101</td>
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<td>GEO 201</td>
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</tr>
<tr>
<td>GEO/ESC 250</td>
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</tr>
<tr>
<td>GEO/ESC 385</td>
<td>3</td>
</tr>
<tr>
<td>GEO 401</td>
<td>1</td>
</tr>
<tr>
<td>Select three of the following:</td>
<td>9-12</td>
</tr>
<tr>
<td>ESC 211</td>
<td>Global Warming and Climate Change</td>
</tr>
<tr>
<td>ESC 221</td>
<td>Introduction to Climate Systems</td>
</tr>
<tr>
<td>ESC 222</td>
<td>Landforms: Processes and Regions</td>
</tr>
<tr>
<td>GEO/ESC 422</td>
<td>Meteorology and Weather Forecasting</td>
</tr>
<tr>
<td>GEO/ESC 425</td>
<td>Biogeography</td>
</tr>
<tr>
<td>GEO/ESC 426</td>
<td>Soil Morphology and Genesis</td>
</tr>
<tr>
<td>GEO/ESC 427</td>
<td>Water Resources</td>
</tr>
<tr>
<td>GEO/ESC 430</td>
<td>Fluvial Geomorphology</td>
</tr>
<tr>
<td>GEO/ESC 460</td>
<td>Environmental Hazards and Land Use</td>
</tr>
<tr>
<td>Select three of the following:</td>
<td>9-13</td>
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<tr>
<td>GEO/ESC 345</td>
<td>Remote Sensing</td>
</tr>
<tr>
<td>GEO/ESC 390</td>
<td>Geographic Field Methods</td>
</tr>
<tr>
<td>GEO/ESC 440</td>
<td>Geographic Interpretation of Aerial Photographs</td>
</tr>
<tr>
<td>GEO/ESC 445</td>
<td>Advanced Remote Sensing</td>
</tr>
<tr>
<td>GEO 485</td>
<td>Advanced Geographic Information Science</td>
</tr>
<tr>
<td>GEO 488</td>
<td>Spatial Data Analysis</td>
</tr>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
</tr>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>4-5</td>
</tr>
<tr>
<td>BIO 203</td>
<td>Organismal Biology</td>
</tr>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
</tr>
</tbody>
</table>

Three credits from the following may be applied to the major:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO/ESC 450</td>
<td>Geography Internship</td>
</tr>
</tbody>
</table>

| University 300/400 Elective | 3 |
| University 300/400 Elective | 3 |
| University Elective | 2 |
| **Total Credits:** | **120** |
The list of exempted SAH programs is below.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement.)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

**No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.**

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan will differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS for graduation. (See undergraduate resident requirement.)

**General Education Program**
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 101 (Gen Ed Lab Science)</td>
<td>4</td>
<td>GEO 201</td>
<td>3</td>
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<tr>
<td>GEO 110 (Gen Ed Global Studies)</td>
<td>3 BIO 105 or 100 (BIO 105 needed if taking BIO 203)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>EN 110 (Gen Ed Literacy-Written)</td>
<td>3 MTH 150 (Gen Ed Math/Logical Systems)</td>
<td>4</td>
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</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3 Gen Ed Arts</td>
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<td>15</td>
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Year 2

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<tr>
<th>Fall</th>
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<th>Spring</th>
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<tbody>
<tr>
<td>GEO 250 or ESC 250</td>
<td>3 Physical Geography (see list)</td>
<td>3-4</td>
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</tr>
<tr>
<td>Physical Geography (see list)</td>
<td>3-4 BIO 203 or CHM 104</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>CHM 103 (Gen Ed Natural Lab Science)</td>
<td>5 MTH 145 (Gen Ed Math/Logical Systems)</td>
<td>4</td>
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<tr>
<td>Gen Ed Self &amp; Society</td>
<td>3 University Elective</td>
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Year 3

<table>
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<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 200 (Gen Ed Global Studies)</td>
<td>3 Geography Techniques (see list) (Writing Emphasis) OR SAH Core (300/400 not GEO/ESC) or Minor</td>
<td>3</td>
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<tr>
<td>GEO 385 or ESC 385</td>
<td>3 Gen Ed Hum-Lit</td>
<td>3</td>
<td></td>
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<tr>
<td>Geography Techniques (see list) (Writing Emphasis) OR SAH Core (300/400 not GEO/ESC) or Minor</td>
<td>3 SAH Core (300/400 not GEO/ESC) or Minor</td>
<td>3</td>
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</tr>
<tr>
<td>Gen Ed Health &amp; Well Being</td>
<td>3 University Elective</td>
<td>3</td>
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Year 4

<table>
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<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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<tbody>
<tr>
<td>GEO 401</td>
<td>1 Physical Geography 300/400 (see list)</td>
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<td>Geography Techniques 300/400 (see list) (Writing Emphasis)</td>
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<td>3</td>
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<tr>
<td>SAH Core (300/400 not GEO/ESC) or Minor</td>
<td>3 SAH Core (300/400 not GEO/ESC) or Minor</td>
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<tr>
<td>SAH Core or Minor</td>
<td>3 SAH Core or Minor</td>
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<tr>
<td>University 300/400 Elective</td>
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</tbody>
</table>

Total Credits: 120

1 See SAH BS Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Geography Major: Geographic Information Science Concentration - Bachelor of Arts (BA)

Major requirements

(All colleges, excluding teacher certification programs)

42-44 credits

GIS core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 101</td>
<td>4</td>
</tr>
<tr>
<td>GEO 110</td>
<td>3</td>
</tr>
<tr>
<td>GEO 201</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 250</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 345</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 355</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 385</td>
<td>3</td>
</tr>
<tr>
<td>GEO 401</td>
<td>1</td>
</tr>
<tr>
<td>GEO 485</td>
<td>3</td>
</tr>
<tr>
<td>MTH 145</td>
<td>4</td>
</tr>
<tr>
<td>GEO/ESC 445</td>
<td>3</td>
</tr>
<tr>
<td>or GEO/ESC 455</td>
<td>3</td>
</tr>
</tbody>
</table>

Physical geography: select one of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 221</td>
<td>Introduction to Climate Systems</td>
</tr>
<tr>
<td>ESC 222</td>
<td>Landforms: Processes and Regions</td>
</tr>
<tr>
<td>GEO/ESC 422</td>
<td>Meteorology and Weather Forecasting</td>
</tr>
<tr>
<td>GEO/ESC 425</td>
<td>Biogeography</td>
</tr>
</tbody>
</table>
### Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 441)
- Baccalaureate degree requirements (p. 441)

### College of Science and Health (SAH)

#### Bachelor of Arts core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 210, BIO 304, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student's major department.

**Note:** Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Arts degree, students must complete a major from the college and proficiency in a foreign language at the 202 level or an ESL proficiency score of 80 or above on the La Crosse Battery of exams for non-native speakers of English. Contact the “English as a Second Language Institute” for eligibility and regulations. Students must also complete one of the following options. It is recommended that courses are selected in consultation with your advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or
2. Complete an individualized option, consisting of 15 credits.
   a. These courses must be from the College of Liberal Studies/ School of Arts and Communication.
   b. At least 9 credits must be earned at the 300/400 level.
   c. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
   d. Internship credits may not count toward the individualized option.

### Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last college.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 441).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

* Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.
No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cscprod/?cmd=login&amp;languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

*This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.*

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 101 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>GEO 201</td>
<td>3</td>
</tr>
<tr>
<td>GEO 110 (Gen Ed Global Studies)</td>
<td>3</td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>Gen Ed Health &amp; Well Being</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>MTH 145 (Gen Ed Math)</td>
<td>4</td>
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</tbody>
</table>

Total Credits: 15

### Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 250 or ESC 250</td>
<td>3</td>
<td>Human or Regional Geography (see list)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Geography (see list)</td>
<td>3-4</td>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 15

1 See SAH BA Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

**Geography Major: Geographic Information Science Concentration - Bachelor of Science (BS)**

### Major requirements

(All colleges, excluding teacher certification programs)

42-44 credits

GIS core
### Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 443)
- Baccalaureate degree requirements (p. 443)

### College of Science and Health (SAH)

#### Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student's major department.

**Note:** Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i. 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii. 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

1 The list of exempted SAH programs is below.

#### Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 59).)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/csp_PROD/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student's program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ESC 101 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>GEO 201</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GEO 110 (Gen Ed Global Studies)</td>
<td>3</td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td></td>
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<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>Gen Ed</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>MTH 145 (Gen Ed Math)</td>
<td>4</td>
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<td></td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 250 or ESC 250</td>
<td>3</td>
<td>Human or Regional Geography (see list) (Writing Emphasis)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Physical Geography (see list)</td>
<td>3-4</td>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>Gen Ed Math/Logical Systems</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
<td>Gen Ed Natural Lab Science (not GEO/ESC)</td>
<td>4</td>
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</tr>
<tr>
<td>University Elective</td>
<td>3</td>
<td>University Elective</td>
<td>1</td>
<td></td>
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<tr>
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<td></td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEO 345 or ESC 345</td>
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<td>GEO 355 or ESC 355</td>
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<td></td>
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<tr>
<td>GEO 385 or ESC 385</td>
<td>3</td>
<td>GEO 485</td>
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<tr>
<td>Gen Ed Elective</td>
<td>2-3</td>
<td>SAH Core (300/400 not GEO/ESC) or Minor</td>
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</tr>
<tr>
<td>Gen Ed Elective (ie GEO 202)</td>
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<td>University 300/400 Elective</td>
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<tr>
<td>University Elective</td>
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<td>University Elective</td>
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<table>
<thead>
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<th>Credits</th>
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<tbody>
<tr>
<td>GEO 401</td>
<td>1</td>
<td>Geography Techniques (see list) (Writing Emphasis)</td>
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<td></td>
</tr>
<tr>
<td>SAH Core (300/400 not GEO/ESC) or Minor</td>
<td>3</td>
<td>GEO 445, ESC 445, GEO 455, or ESC 455</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SAH Core (300/400 not GEO/ESC) or Minor</td>
<td>3</td>
<td>SAH Core (300/400 not GEO/ESC) or Minor</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SAH Core or Minor</td>
<td>3</td>
<td>SAH Core or Minor</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Students have access to the AR. in the Student Information System (WINGS) Student Center. All enrolled of these requirements is to refer to the Advisement Report (AR) found requirements in order to qualify for a degree. The easiest way to track all for teacher certification programs), major/minor, and university degree program core (p. 534).

Additional teacher education requirements are listed in the STEP toward the geography education major.)

For teacher certification candidates, GEO 499 may be applied to the major. Teacher certification candidates must also complete GEO 200 and EFN 200 to fulfill statutory licensing requirements. (Credits do not count toward the geography education major.)

Additional teacher education requirements are listed in the STEP program core (p. 534).

### Degree requirements

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 445)

### Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. )
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

### Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

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### General Education Program

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Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

---

**Year 1**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 101 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>GED 201</td>
<td>3</td>
</tr>
<tr>
<td>GEO 110 (Gen Ed Global Studies)</td>
<td>3</td>
<td>BIO 105 or 100 (Gen Ed Natural Lab Science)</td>
<td>4</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Lang/Logical Systems</td>
<td>4</td>
<td>HIS 101 or 102 (Gen Ed World Hist)</td>
<td>3</td>
</tr>
<tr>
<td>Semester 1 or 2: pass the basic skills test requirement prior to admission into the teacher education program.</td>
<td>3</td>
<td>EDS 203 (Gen Ed Self &amp; Society)</td>
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Year 1 Total Credits: 14

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<th>Spring</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
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<td>3</td>
<td>Apply for admission to the STEP Program by 4th Monday of the semester.</td>
<td>1</td>
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<td>Gen Ed Lang/Logical Systems</td>
<td>3-4</td>
<td>GEO 250 or ESC 250</td>
<td>3</td>
</tr>
<tr>
<td>EDS 206 (Gen Ed Minority Cultures)</td>
<td>3</td>
<td>GEO 200 (Gen Ed Global Studies)</td>
<td>3</td>
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<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>EDS 309</td>
<td>2</td>
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<tr>
<td>Gen Ed Elective</td>
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<td>PSY 212</td>
<td>3</td>
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<td>University Elective</td>
<td>2</td>
<td>EFN 200</td>
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<tr>
<td></td>
<td></td>
<td>Gen Ed Hum-Lit</td>
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Year 2 Total Credits: 16

<table>
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<tr>
<th>Fall</th>
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<th>Spring</th>
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<tbody>
<tr>
<td>GEO 300 (fall odd-numbered years)</td>
<td>3</td>
<td>EDS 494</td>
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<td>GEO/ESC Elective</td>
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<td>GEO/ESC Elective</td>
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<td>SPE 401</td>
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<tr>
<td>EDS 319</td>
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<td>GEO 408</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

Total Credits: 120

---

1. See the STEP Admissions (http://www.uwlax.edu/Secondary-Teacher-Education-Preparation/Admission) website for details.

2. See the Office of Field Experience (http://www.uwlax.edu/SOE/For-teacher-candidates) for details about applying to student teaching.

---

**Social Studies Education (Broad Field) Major (Early Adolescence-Adolescence Certification) - BS**

**Major requirements**

Admission requirements for STEP Program (p. 534)

(Teacher certification program: early adolescence-adolescence)

54-64 credits

Choose either Option A (content major) or Option B (content minor) below:

**Option A (content major) 57-64 credits**

37-44 credit major in geography education, history education, political science education, or sociology education

20 credits, with a minimum of three credits, from any two of the following areas outside of the major:

- Economics
- Geography
- History
- Political Science
- Psychology
- Sociology

Total Credits: 57-64

**Note:** Teacher certification candidates must also complete GEO 200 Conservation of Global Environments and EFN 200 Cooperatives to fulfill
statutory licensing requirements. Credits do not count toward the social studies education (broad field) major.

Candidates must also complete additional teacher education requirements listed in the STEP Program core (p. 534).

**Option B (content minor) 54-60 credits**

18-24 credit minor in one of the following: 18-24

<table>
<thead>
<tr>
<th>Economics Education</th>
<th>Geography Education</th>
<th>History Education</th>
<th>Political Science Education</th>
<th>Psychology Education</th>
<th>Sociology Education</th>
</tr>
</thead>
</table>

32 credits with a minimum of three credits from three of the subject areas outside of the minor selected from the following: 32

<table>
<thead>
<tr>
<th>Economics</th>
<th>Geography</th>
<th>Political Science</th>
<th>Psychology</th>
<th>Sociology</th>
</tr>
</thead>
</table>

Note: Teacher certification candidates must also complete GEO 200 Conservation of Global Environments and EFN 200 Cooperatives to fulfill statutory licensing requirements. Credits do not count toward the social studies education (broad field) major.

**Degree requirements**

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 447)

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. \(^1\) At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA \(^1\) in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

\(^1\) Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Geography Minor**

(All colleges, excluding teacher certification programs)

26 credits

| ESC 101 | Earth Environments | 4 |
| GEO 110 | World Cultural Regions | 3 |
| GEO 201 | Geography of United States and Canada | 3 |

Select one course in physical geography of the following: 3

| ESC 211 | Global Warming and Climate Change |
| ESC 221 | Introduction to Climate Systems |
| ESC 222 | Landforms: Processes and Regions |
| GEO/ESC 422 | Meteorology and Weather Forecasting |
| GEO/ESC 425 | Biogeography |
| GEO/ESC 426 | Soil Morphology and Genesis |
| GEO/ESC 427 | Water Resources |
| GEO/ESC 460 | Environmental Hazards and Land Use |

Select one course in cultural geography of the following: 3

| GEO 202 | Contemporary Global Issues |
| GEO 300 | Population Geography |
| GEO 306 | Economic Geography |
| GEO 307 | Political Geography |
| GEO 309 | Urban Geography |
| GEO 310 | Transportation Geography |
| GEO/ESC 321 | Sustainable Development and Conservation |

Select one course in techniques of the following: 3

| GEO/ESC 250 | Maps and GIS |
| GEO/ESC 345 | Remote Sensing |
| GEO/ESC 385 | Introduction to Geographic Information System and Science |
| GEO/ESC 390 | Geographic Field Methods |
| GEO/ESC 440 | Geographic Interpretation of Aerial Photographs |
| GEO 488 | Spatial Data Analysis |

Select one course in regional geography of the following: 3

| GEO 204 | Geography of Wisconsin |
| GEO 304 | Geography of Europe |
| GEO 312 | Geography of Africa |
| GEO 318 | The Geography of Latin America & the Caribbean |
### Geographic Information Science Minor

(All colleges, excluding teacher certification programs; not open to geography and earth science majors and minors)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 328</td>
<td>Geography of East and Southeast Asia</td>
<td>3</td>
</tr>
<tr>
<td>GEO 331</td>
<td>Geography of the Middle East, Central and South Asia</td>
<td>3</td>
</tr>
<tr>
<td>GEO 340</td>
<td>Earth's Polar Regions</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 26**

**Electives in geography:**

- GEO/ESC 345 Remote Sensing
- GEO/ESC 390 Geographic Field Methods
- GEO/ESC 440 Geographic Interpretation of Aerial Photographs
- GEO/ESC 445 Advanced Remote Sensing
- GEO/ESC 455 Web Mapping
- GEO 485 Advanced Geographic Information Science
- GEO 488 Spatial Data Analysis
- GEO 450 Geography Internship
- or GEO 490 Independent Study
- or GEO 499 Undergraduate Research

Select at least nine credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO/ESC 345</td>
<td>Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 390</td>
<td>Geographic Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 440</td>
<td>Geographic Interpretation of Aerial Photographs</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 445</td>
<td>Advanced Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ESC 455</td>
<td>Web Mapping</td>
<td>3</td>
</tr>
<tr>
<td>GEO 485</td>
<td>Advanced Geographic Information Science</td>
<td>3</td>
</tr>
<tr>
<td>GEO 488</td>
<td>Spatial Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GEO 450</td>
<td>Geography Internship</td>
<td>3</td>
</tr>
<tr>
<td>or GEO 490</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>or GEO 499</td>
<td>Undergraduate Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 25**

**Students in this minor are required to take MTH 145 Elementary Statistics (4 cr.).**

### Geoarchaeology Minor

(All colleges, excluding teacher certification programs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 100</td>
<td>Archaeology: Discovering Our Past</td>
<td>3</td>
</tr>
<tr>
<td>ARC 196</td>
<td>Archaeology: An Introduction to Lab and Field Methods</td>
<td>1</td>
</tr>
<tr>
<td>ARC 404</td>
<td>Environmental Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ESC 101</td>
<td>Earth Environments</td>
<td>4</td>
</tr>
<tr>
<td>ESC 222</td>
<td>Landforms: Processes and Regions</td>
<td>4</td>
</tr>
<tr>
<td>GEO/ESC 426</td>
<td>Soil Morphology and Genesis</td>
<td>4</td>
</tr>
<tr>
<td>GEO/ESC 430</td>
<td>Fluvial Geomorphology</td>
<td>3</td>
</tr>
<tr>
<td>ARC/ESC/GEO 347</td>
<td>Geoaheology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 21**

**Required**

- GEO/ESC 345 Remote Sensing
- GEO/ESC 385 Introduction to Geographic Information System and Science

**Recommended**

- ESC 101 Earth Environments
- GEO/ESC 345 Remote Sensing
- GEO/ESC 385 Introduction to Geographic Information System and Science

Three credits of one of the following:

- GEO/ESC 499 Undergraduate Research
- ARC 409 Readings and Research in Archaeology (with topic in geoarchaeology)

Archaeological studies majors who select the geoarchaeology minor must take 19 credits in courses listed above in addition to the 37 required for the major.

Geoarchaeology minors who select the geoarchaeology minor must take 19 credits in the courses listed above in addition to the 39 credits required in the major.

### Geography Education Minor

(Teacher certification programs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 101</td>
<td>Earth Environments</td>
<td>4</td>
</tr>
<tr>
<td>GEO 110</td>
<td>World Cultural Regions</td>
<td>3</td>
</tr>
<tr>
<td>GEO 201</td>
<td>Geography of United States and Canada</td>
<td>3</td>
</tr>
<tr>
<td>GEO 306</td>
<td>Economic Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEO 309</td>
<td>Urban Geography</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives in geography:**

- GEO/ESC 321 Sustainable Development and Conservation

**Total Credits: 24**

**Students in this minor are required to take MTH 145 Elementary Statistics (4 cr.).**

1 Maximum three credits can be applied to the minor from GEO 450, GEO 490, or GEO 499.

### Earth Science Minor

(All colleges, excluding teacher certification programs)
24 credits

ESC 101  Earth Environments  4
ESC 221  Introduction to Climate Systems  4
ESC 222  Landforms: Processes and Regions  4
Select one of the following:  3
GEO/ESC 422  Meteorology and Weather Forecasting
GEO/ESC 425  Biogeography
GEO/ESC 426  Soil Morphology and Genesis
GEO/ESC 427  Water Resources
GEO/ESC 430  Fluvial Geomorphology
GEO/ESC 460  Environmental Hazards and Land Use
Select one of the following:  3
GEO/ESC 250  Maps and GIS
GEO/ESC 345  Remote Sensing
GEO/ESC 385  Introduction to Geographic Information System and Science
GEO/ESC 390  Geographic Field Methods
GEO/ESC 440  Geographic Interpretation of Aerial Photographs
Electives in earth science  6
Total Credits  24

Geography majors who select the earth science minor must take 18 credits in the courses listed above in addition to the 39 required for the major.

Earth Science Education Minor

(Teacher certification programs)

25 credits

ESC 101  Earth Environments  4
ESC 221  Introduction to Climate Systems  4
ESC 222  Landforms: Processes and Regions  4
Select one of the following:  3-4
GEO/ESC 422  Meteorology and Weather Forecasting
GEO/ESC 425  Biogeography
GEO/ESC 426  Soil Morphology and Genesis
GEO/ESC 427  Water Resources
Select one of the following:  3
GEO/ESC 250  Maps and GIS
GEO/ESC 345  Remote Sensing
GEO/ESC 385  Introduction to Geographic Information System and Science
GEO/ESC 390  Geographic Field Methods
GEO/ESC 440  Geographic Interpretation of Aerial Photographs
Select six credits from the following:  6
ESC 211  Global Warming and Climate Change
ESC 270  Geographic Themes
GEO/ESC 422  Meteorology and Weather Forecasting
GEO/ESC 445  Advanced Remote Sensing
GEO/ESC 455  Web Mapping
GEO/ESC 460  Environmental Hazards and Land Use
GEO/ESC 470  Special Topics in Geography/Earth Science
GEO/ESC 476  Geography/Earth Science Topics for Teachers
GEO 485  Advanced Geographic Information Science

GEO 488  Spatial Data Analysis
GEO/ESC 490  Independent Study
GEO/ESC 495  Seminar in Geography/Earth Science
GEO/ESC 499  Undergraduate Research
Total Credits  25

Teacher certification candidates must also complete GEO 200 Conservation of Global Environments (3 cr.); in addition, early adolescence-adolescence candidates must complete BIO 469 Teaching and Learning Science in the Secondary School (4 cr.)/CHM 469 Teaching and Learning Science in the Secondary School (4 cr.)/PHY 469 Teaching and Learning Science in the Secondary School (4 cr.) unless a major in biology education, chemistry education, or physics education is completed. Both courses fulfill statutory licensing requirements.

Note: The earth science education minor may be used as partial fulfillment of the requirement for a second major in general science education (broad field) major.

Geography and Earth Science Honors Program

Program

1. Admission
   a. Junior standing
   b. 15 completed credits in the major
   c. 3.25 grade point average in the major and a 3.00 cumulative grade point average
   d. Recommendation by two faculty members in the department

2. Program
   a. Completion of the major program in Geography and Earth Science
   b. GEO 490 Independent Study (2-3 cr.)/ESC 490 Independent Study (2-3 cr.)
   c. GEO 495 Seminar in Geography/Earth Science (1-3 cr.)/ESC 495 Seminar in Geography/Earth Science (1-3 cr.) (Honors Seminar), 1 credit.

3. Evaluation
   a. Cumulative 3.50 grade point average in the major and a cumulative grade point of 3.00 at graduation
   b. Distinguished performance on a paper/project in GEO 490 Independent Study (2-3 cr.)/ESC 490 Independent Study (2-3 cr.)
   c. Presentation of paper/project to the faculty and students in the department.

Health Education and Health Promotion Department (HED/CHE/SHE/HWM)

College of Science and Health
Department Chair: R Daniel Duquette
124 Mitchell Hall; 608.785.8161
Email: rduquette@uwla.edu
www.uwlax.edu/health-education-and-health-promotion

Health education is a social science that draws from the biological, environmental, psychological, physical and medical sciences to
promote health and prevent disease, disability and premature death by educating individuals and communities to voluntarily change their behaviors to improve their health and well-being. Health education is the development of individual, group, institutional, community and systemic strategies to improve health knowledge, attitudes, skills and behavior. The purpose of health education is to positively influence the health behavior of individuals and communities as well as the living and working conditions that influence their health.

**Health Education and Health Promotion admission to program policy**

All programs in the Department of Health Education and Health Promotion have academic policies and admission requirements. Students are advised to become aware of the application criteria for their program and may refer to program websites for the most detailed information regarding these criteria and procedures.

**School health and community health programs academic policies**

1. Students transferring into a health education program must have a cumulative GPA of 2.50 or higher at the time of transfer.
2. Students must follow the course sequences set up by the department.
3. Students must attain an overall 2.50 grade point average including all 100/200 level required courses before being admitted to the 300 level courses in health education.
4. Students must earn a grade of "C" or better in all required health education courses and the following courses:

   - BIO 100 Biology for the Informed Citizen 4
   - or BIO 105 General Biology
   - HPR 105 Creating A Healthy, Active Lifestyle 3
   - Select one of the following: 6-8
     - ESS 205 & ESS 206 Human Anatomy and Physiology for Exercise Science I and Human Anatomy and Physiology for Exercise Science II
     - BIO 312 & BIO 313 Human Anatomy and Physiology I and Human Anatomy and Physiology II

Admission requirements for school health education majors (p. 452)

Admission requirements for community health education majors (p. 450)

Admission requirements for health and wellness management majors (p. 454)

**General education writing emphasis**

This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

**2016-17 Faculty/Staff**

The following is the department's faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

**Professor**
R. Daniel Duquette
Gary Gilmore
Keely Rees

**Associate Professor**
Tracy Caravella
Michele Pettit

**Assistant Professor**
Robert Jecklin
Lori Reichel
Karen Skemp
Emily Whitney
Anders Cedergren

**Lecturer**
Gail McCormick

**Associate Lecturer**
Katie Wagoner

**Administrative Support**
Sandra Vinney

** Majors**

- Public health and community health education - BS (p. 450)
- School health education - BS (p. 452)
- Health and wellness management - BS (p. 454)

**Minors**

- School health education minor (early childhood-adolescence certification) (p. 456)
- School health education minor (middle childhood-early adolescence education certification) (p. 456)

**Public Health and Community Health Education Major - Bachelor of Science (BS)**

**Major requirements**

**Admission to program**

1. Public health and community health education students must submit an application for program admission and for enrolling in the public health/community health education course sequence. Prior to
applying, the following courses must be completed with a grade of "C" or better (see below).

2. A UW-L cumulative GPA of 2.50 or better is required in order to be considered for admission to the public health and community health education major.

3. Public health and community health education students must meet the following additional requirements for admission to the public health and community health education preceptorship (PH 498): apply for and receive the recommendation of the public health and community health education faculty; achieve a minimum 2.75 cumulative and major GPA; successfully complete all required course work.

Pre-admission, interdisciplinary courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Biology for the Informed Citizen</td>
<td>4</td>
</tr>
<tr>
<td>or BIO 105</td>
<td>General Biology</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>6-8</td>
</tr>
<tr>
<td>ESS 205 &amp; ESS 206</td>
<td>Human Anatomy and Physiology for Exercise Science I and Human Anatomy and Physiology for Exercise Science II (Not open for credit to students who have credit in BIO 312.)</td>
<td></td>
</tr>
<tr>
<td>BIO 312 &amp; BIO 313</td>
<td>Human Anatomy and Physiology I and Human Anatomy and Physiology II</td>
<td></td>
</tr>
<tr>
<td>HED 210</td>
<td>Foundations of Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HPR 105</td>
<td>Creating A Healthy, Active Lifestyle</td>
<td>3</td>
</tr>
<tr>
<td>or HP 105</td>
<td>Analysis of Health, Wellness and Disease for the Health Care Consumer</td>
<td></td>
</tr>
<tr>
<td>or HED 207</td>
<td>Youth Health Issues</td>
<td></td>
</tr>
<tr>
<td>MIC 100</td>
<td>Microbes and Society</td>
<td>3-4</td>
</tr>
<tr>
<td>or MIC 130</td>
<td>Global Impact of Infectious Disease</td>
<td></td>
</tr>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PH 200</td>
<td>Public Health for the Educated Citizen</td>
<td>3</td>
</tr>
<tr>
<td>PH 204</td>
<td>Introduction to Global Health</td>
<td>3</td>
</tr>
<tr>
<td>One social behavioral science course:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ANT 101</td>
<td>Human Nature/Human Culture</td>
<td></td>
</tr>
<tr>
<td>ERS 100</td>
<td>Introduction to Ethnic and Racial Studies</td>
<td></td>
</tr>
<tr>
<td>PHL 100</td>
<td>Introduction to Philosophy</td>
<td></td>
</tr>
<tr>
<td>POL 101</td>
<td>American National Government</td>
<td></td>
</tr>
<tr>
<td>POL 102</td>
<td>State and Local Government</td>
<td></td>
</tr>
<tr>
<td>PSY 100</td>
<td>General Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>SOC 120</td>
<td>Social Problems</td>
<td></td>
</tr>
<tr>
<td>WGS 100</td>
<td>Gender, Race and Class in American Institutions</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits | 32-35

Curriculum

(All colleges)

55 Credits (87-90 credits, including interdisciplinary, pre-admission requirements)

Core courses (55 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 360</td>
<td>Methods and Strategies for Health Education</td>
<td>3</td>
</tr>
<tr>
<td>CHE 370</td>
<td>Motivational Interviewing for Health Educators</td>
<td>3</td>
</tr>
<tr>
<td>CHE 380</td>
<td>Assessment and Program Planning in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>CHE 400</td>
<td>Health Policy, Advocacy, and Community Organizations</td>
<td></td>
</tr>
<tr>
<td>CHE 430</td>
<td>Grant Writing and Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>CHE 450</td>
<td>Implementation, Administration, and Evaluation of Health Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>CHE 480</td>
<td>Senior Capstone</td>
<td>3</td>
</tr>
<tr>
<td>HED 320</td>
<td>The U.S. Health Care System</td>
<td>3</td>
</tr>
<tr>
<td>PH 335</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 340</td>
<td>Epidemiology and Community Health Problems</td>
<td>3</td>
</tr>
<tr>
<td>PH 498</td>
<td>Community Health Education Preceptorship</td>
<td>15</td>
</tr>
</tbody>
</table>

Health content: select four courses (minimum 10 credits) | 10

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 345</td>
<td>Issues in Mental and Emotional Health</td>
</tr>
<tr>
<td>HED 409</td>
<td>Stress Management and Relaxation Skills</td>
</tr>
<tr>
<td>HED 425</td>
<td>Violence and Injury Prevention</td>
</tr>
<tr>
<td>HED 469</td>
<td>Drugs, Society and Human Behavior</td>
</tr>
<tr>
<td>HED 472</td>
<td>Sexual Health Promotion</td>
</tr>
<tr>
<td>HED 473</td>
<td>Health Aspects of Aging</td>
</tr>
<tr>
<td>HED 474</td>
<td>Nutrition Education</td>
</tr>
</tbody>
</table>

Degree requirements

All students must complete the general education, college core (waived for community health education majors), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 451)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has accomplished the following:
   - General education (p. 59)
   - Baccalaureate degree requirements (p. 451)
Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/regulation) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (ARR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100 or 105 (Gen Ed Natural Lab Science)</td>
<td>4 PH 200</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy - Writing)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HPR 105, HP 105, or HED 207 (Gen Ed Health &amp; Well-Being)</td>
<td>3 MTH 145 (Gen Ed Math)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 Gen Ed Arts</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3 MIC 130 (Gen Ed Global Studies)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Meet with faculty advisor to discuss admission to Public Health & Community Health Education (PHCHE) Program.¹

### Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 204</td>
<td></td>
<td>3 ESS 205</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Hum - Lit</td>
<td></td>
<td>3 HED 320</td>
<td>3</td>
</tr>
<tr>
<td>HED 210</td>
<td></td>
<td>3 Health Content Elective²</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Natural Lab Science</td>
<td></td>
<td>4-5 Gen Ed Arts</td>
<td>2-3</td>
</tr>
<tr>
<td>Gen Ed Self &amp; Society³</td>
<td></td>
<td>3 Gen Ed Lang/Logical System</td>
<td>3-4</td>
</tr>
</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply for admission to PHCHE Program—see faculty advisor for assistance.¹</td>
<td></td>
<td>CHE 380</td>
<td>3</td>
</tr>
<tr>
<td>CHE 206</td>
<td></td>
<td>3 CHE 400</td>
<td>3</td>
</tr>
<tr>
<td>CHE 360</td>
<td></td>
<td>3 PH 340</td>
<td>3</td>
</tr>
<tr>
<td>CHE 370</td>
<td></td>
<td>3 Gen Ed Elective</td>
<td>2</td>
</tr>
<tr>
<td>PH 335</td>
<td></td>
<td>3 Health Content Elective²</td>
<td>3</td>
</tr>
<tr>
<td>Health Content Elective⁴</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Year 4

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHE 430</td>
<td></td>
<td>3 PH 498⁵</td>
<td>15</td>
</tr>
<tr>
<td>CHE 450</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHE 480</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Health Content Elective⁴</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 120

¹ See also the PHCHE admission policy (p. 450) for admission requirements.
² MIC 130 will fulfill the Gen Ed Global requirement. MIC 100 is also an option and will fulfill the Gen Ed Science requirement. If MIC 130 is taken, another Gen Ed Science course is needed.
³ One social behavioral science course is required for admission. Many of the course options will fulfill the Gen Ed Self & Society category as well. For a listing of courses, refer to the PHCHE admission policy (p. 450)
⁴ Health content courses include: HED 345, HED 409 (one credit course), HED 425, HED 469 (Spring semester only), HED 472, HED 473, and HED 474.
⁵ Student should work with faculty advisor to determine an appropriate preceptorship site.

**School Health Education Major - Bachelor of Science (BS)**

**Major requirements**

**School Health admission to program policy**

**School health education majors** must meet the following additional requirements:

1. Apply for admission to teacher education;
2. Achieve a minimum 2.50 cumulative GPA to be admitted to teacher education;
3. Successfully complete a basic skills test (p. 530);
4. Achieve a minimum 2.75 combined cumulative GPA and a 2.75 GPA in professional preparation courses and major or minor course sequence to student teach;
5. Achieve a combined cumulative 2.75 GPA and successful completion of departmental exit portfolio reviewed by school health education faculty to be licensed by the state to teach.

Curriculum

(Teacher certification programs)

82 credits, including interdisciplinary requirements and student teaching

Health education and school health education requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 205</td>
<td>Introduction to Health and Wellness Education</td>
<td>3</td>
</tr>
<tr>
<td>HED 345</td>
<td>Issues in Mental and Emotional Health</td>
<td>3</td>
</tr>
<tr>
<td>HED 409</td>
<td>Stress Management and Relaxation Skills</td>
<td>1</td>
</tr>
<tr>
<td>HED 425</td>
<td>Violence and Injury Prevention</td>
<td>3</td>
</tr>
<tr>
<td>HED 441</td>
<td>Human Disease Prevention and Control</td>
<td>3</td>
</tr>
<tr>
<td>HED 469</td>
<td>Drugs, Society and Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HED 472</td>
<td>Sexual Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>SHE 310</td>
<td>Introduction to Curricular Processes &amp; Instructional Techniques</td>
<td>4</td>
</tr>
<tr>
<td>SHE 410</td>
<td>Application of Curriculum Processes &amp; Instructional Techniques</td>
<td>6</td>
</tr>
<tr>
<td>SHE 415</td>
<td>School Leadership for Health Educators</td>
<td>3</td>
</tr>
<tr>
<td>SHE 492</td>
<td>Student Teaching/Intern Seminar</td>
<td>1</td>
</tr>
<tr>
<td>NUT 200</td>
<td>Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Electives (approved by program advisor)²</td>
<td></td>
<td>3-5</td>
</tr>
<tr>
<td>SHE 494</td>
<td>Student Teaching: Early Childhood-Adolescence</td>
<td>3-15</td>
</tr>
<tr>
<td>or SHE 495</td>
<td>Teaching Internship</td>
<td></td>
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</tbody>
</table>

Interdisciplinary requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPR 105</td>
<td>Creating A Healthy, Active Lifestyle¹</td>
<td>3</td>
</tr>
<tr>
<td>HED 207</td>
<td>Youth Health Issues</td>
<td></td>
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Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Biology for the Informed Citizen¹</td>
<td>3</td>
</tr>
<tr>
<td>BIO 105</td>
<td>General Biology¹</td>
<td>1</td>
</tr>
<tr>
<td>MIC 100</td>
<td>Microbes and Society¹</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 205</td>
<td>Human Anatomy and Physiology for Exercise Science</td>
<td>6-8</td>
</tr>
<tr>
<td>&amp; ESS 206</td>
<td>and Human Anatomy and Physiology for Exercise Science</td>
<td></td>
</tr>
<tr>
<td>BIO 312</td>
<td>Human Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>&amp; BIO 313</td>
<td>and Human Anatomy and Physiology II</td>
<td></td>
</tr>
<tr>
<td>PSY 212</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 370</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPE 401</td>
<td>Introduction to Exceptional Individuals</td>
<td>3</td>
</tr>
<tr>
<td>EFN 205</td>
<td>Understanding Human Differences¹</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 100</td>
<td>Introduction to Ethnic and Racial Studies¹</td>
<td>3</td>
</tr>
<tr>
<td>HIS 306</td>
<td>Ethnic America¹</td>
<td></td>
</tr>
<tr>
<td>SOC 225</td>
<td>Racial and Ethnic Minorities¹</td>
<td></td>
</tr>
<tr>
<td>WGS 130</td>
<td>Women's Diversity: Race, Class, and Culture</td>
<td></td>
</tr>
</tbody>
</table>

¹ These courses also may fulfill general education requirements.
² Waived for physical education majors.

Students should refer to policies identified in the School of Education section (p. 527) in this catalog, as they apply to students in all teacher certification programs. In addition, more teacher education information is on the School of Education website (http://www.uwlax.edu/soe).

Degree requirements

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 453)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.1 At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA1 in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

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**General Education Program**

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Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

**This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.**

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 110 (Gen Ed Literacy - Oral)</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy - Written)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIO 100, 105, or MIC 100 (Gen Ed Natural Lab Science)</td>
<td>4 HED 205</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HPR 105 (Gen Ed Health &amp; Well-Being)</td>
<td>3 ERS 100, HIS 306, SOC 225, or WGS 130 (Gen Ed Minority Cultures)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 101 or 102 (Gen Ed World Hist)</td>
<td>3 Gen Ed Math</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3 POL 101 or 102 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Meet with faculty advisor to discuss admission requirements for the School Health Education (SHE) Program.¹

Satisfy basic skills test requirement—see WINGS Advisement Report or faculty advisor.

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ESS 205</td>
<td>3 ESS 206</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUT 200</td>
<td>3 PSY 212</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFN 205 (Gen Ed Minority Cultures)²</td>
<td>3 Gen Ed Arts</td>
<td>2-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Hum - Lit</td>
<td>3 Gen Ed Natural Lab Science (physical science)³</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

---

¹ See also the SHE admission policy (p. 452) for admission requirements.

² School health education majors select one of the following Gen Ed Minority Cultures courses: ERS 100, HIS 306, SOC 225, or WGS 130.

³ EFN 205 is required for school health education majors.

⁴ Teacher education majors are required to complete one Gen Ed physical science course—with a lab (see WINGS Advisement Report for options).

⁵ See the Office of Field Experience (http://www.uwlax.edu/SOE/For-teacher-candidates) for details about applying to student teaching.

### Health and Wellness Management Major - Bachelor of Science (BS)

The Health and Wellness Management Program is a 63 credit collaborative (UW-River Falls, UW-Superior, UW-Stevens Point, and UW-La Crosse) online degree completion program.

**Major requirements**

**Admission**

Students should have completed 60 credits or earned an Associate degree in order to enroll in the program. Students will need to have satisfied UW System minimum general education breadth requirements as stipulated in the UW System Associate Degree Transfer Policy. Prerequisites for admission will be Introduction to Biology, Introductory Communications, English Composition, and Introduction to Psychology, or their equivalents, passed with grades of “C” or better. Each student must identify a home campus (River Falls, Superior, Stevens Point, La Crosse) and will apply to that campus; upon acceptance the student will be subject to all graduation requirements of that campus.
Students enrolled in the Health and Wellness Management Program will be exempt from the College of Science and Health curriculum core.

**Required coursework**

(College of Science and Health)

63 credits

- **HWM 300** Introduction to Human Health 3
- **HWM 305** The Wellness Profession 3
- **HWM 310** Changes Across the Lifespan 3
- **HWM 315** Resource Management for Wellness Managers 3
- **HWM 320** Health and Medical Terminology 3
- **HWM 325** Health Literacy 3
- **HWM 335** Worksite Health Environment 3
- **HWM 345** Physical Activity and Nutrition for Wellness Managers 3
- **HWM 350** Research and Statistics for Wellness Managers 3
- **HWM 360** Stress, Dependencies, and Addictions 3
- **HWM 370** Understanding and Effecting Health Behavior Change 3
- **HWM 385** Marketing and Communication for Wellness Managers 3
- **HWM 405** Survey of Information Technology in Wellness 3
- **HWM 430** Population Health for Wellness Managers 3
- **HWM 460** Leadership and Change Management in Health 3
- **HWM 470** Assessment and Evaluation for Wellness Managers 3
- **HWM 475** Employee Health and Well-Being 3
- **HWM 480** Employee Benefits for Wellness Managers 3
- **HWM 485** Health Coaching for Wellness Managers 3
- **HWM 496** Health and Wellness Capstone 1 6

**Total Credits** 63

**Degree requirements**

All students must complete the general education, college core (waived for health and wellness management majors), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 455)

**Baccalaureate degree requirements**

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.
Students should have completed 60 credits or earned an Associate degree in order to enroll in the program.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HWM 300</td>
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<td>HWM 360</td>
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<tr>
<td>HWM 310</td>
<td>3</td>
<td>HWM 370</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HWM 320</td>
<td>3</td>
<td>HWM 335</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HWM 405</td>
<td>3</td>
<td>HWM 385</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HWM 305</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>75</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 123

### School Health Education Minor for Early Childhood-Adolescence Certification

#### Curriculum

(Teacher certification programs)

38 credits plus 19 interdisciplinary credits

**Health education and school health education requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 205</td>
<td>Introduction to Health and Wellness Education</td>
<td>3</td>
</tr>
<tr>
<td>HED 345</td>
<td>Issues in Mental and Emotional Health</td>
<td>3</td>
</tr>
<tr>
<td>HED 425</td>
<td>Violence and Injury Prevention</td>
<td>3</td>
</tr>
<tr>
<td>HED 441</td>
<td>Human Disease Prevention and Control</td>
<td>3</td>
</tr>
<tr>
<td>HED 469</td>
<td>Drugs, Society and Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HED 472</td>
<td>Sexual Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>SHE 310</td>
<td>Introduction to Curricular Processes &amp; Instructional Techniques</td>
<td>4</td>
</tr>
<tr>
<td>SHE 410</td>
<td>Application of Curriculum Processes &amp; Instructional Techniques</td>
<td>6</td>
</tr>
<tr>
<td>SHE 415</td>
<td>School Leadership for Health Educators</td>
<td>3</td>
</tr>
<tr>
<td>SHE 492</td>
<td>Student Teaching/Intern Seminar</td>
<td>1</td>
</tr>
<tr>
<td>NUT 200</td>
<td>Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>SHE 494</td>
<td>Student Teaching: Early Childhood-Adolescence or SHE 495</td>
<td>3-15</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>38</td>
</tr>
</tbody>
</table>

**Interdisciplinary requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPR 105</td>
<td>Creating A Healthy, Active Lifestyle</td>
<td>3</td>
</tr>
<tr>
<td>or HED 207</td>
<td>Youth Health Issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>4</td>
</tr>
<tr>
<td>BIO 100</td>
<td>Biology for the Informed Citizen</td>
<td>1</td>
</tr>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
<td>1</td>
</tr>
<tr>
<td>MIC 100</td>
<td>Microbes and Society</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>6-8</td>
</tr>
</tbody>
</table>

Total Credits: 123

### School Health Education Minor for Middle Childhood-Early Adolescence Education Certification

#### Curriculum

(Teacher certification programs: middle childhood - early adolescence certification)

22 credits plus 10-12 credits of interdisciplinary credits

**Health education and school health education requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 345</td>
<td>Issues in Mental and Emotional Health</td>
<td>3</td>
</tr>
<tr>
<td>HED 409</td>
<td>Stress Management and Relaxation Skills</td>
<td>1</td>
</tr>
<tr>
<td>HED 469</td>
<td>Drugs, Society and Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HED 425</td>
<td>Violence and Injury Prevention</td>
<td>3</td>
</tr>
<tr>
<td>HED 472</td>
<td>Sexual Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>SHE 410</td>
<td>Application of Curriculum Processes &amp; Instructional Techniques</td>
<td>6</td>
</tr>
<tr>
<td>NUT 200</td>
<td>Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

**Interdisciplinary requirements**

Select one of the following: 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Biology for the Informed Citizen</td>
<td>1</td>
</tr>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
<td>1</td>
</tr>
<tr>
<td>MIC 100</td>
<td>Microbes and Society</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>6-8</td>
</tr>
<tr>
<td>ESS 205</td>
<td>Human Anatomy and Physiology for Exercise Science I</td>
<td>3</td>
</tr>
<tr>
<td>&amp; ESS 206</td>
<td>Human Anatomy and Physiology for Exercise Science II</td>
<td></td>
</tr>
<tr>
<td>BIO 312</td>
<td>Human Anatomy and Physiology I</td>
<td>1</td>
</tr>
<tr>
<td>&amp; BIO 313</td>
<td>Human Anatomy and Physiology II</td>
<td>1</td>
</tr>
<tr>
<td>EFN 205</td>
<td>Understanding Human Differences</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ERS 100</td>
<td>Introduction to Ethnic and Racial Studies</td>
<td>1</td>
</tr>
<tr>
<td>HIS 306</td>
<td>Ethnic America</td>
<td>1</td>
</tr>
<tr>
<td>SOC 225</td>
<td>Racial and Ethnic Minorities</td>
<td>1</td>
</tr>
<tr>
<td>WGS 130</td>
<td>Women’s Diversity: Race, Class, and Culture</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>

These courses also may fulfill general education requirements.
Health Professions Department (HP)

College of Science and Health
Department Chair: Thomas Kernozek
4071 Health Science Center; 608.785.8468
Email: tkernozek@uwla.edu

www.uwlax.edu/health-professions

The Department of Health Professions at UWL offers six exciting fully-accredited healthcare education programs. These programs are:

- Medical Dosimetry (http://catalog.uwlax.edu/graduate/programrequirements/medicaldosimetry) (DOS - master’s level),
- Nuclear Medicine Technology (p. 485) (NMT - bachelor’s level),
- Occupational Therapy (http://catalog.uwlax.edu/graduate/programrequirements/occupationaltherapy) (OT - master’s level),
- Physical Therapy (http://catalog.uwlax.edu/graduate/programrequirements/physicaltherapy) (DPT - doctorate level),
- Physician Assistant (http://catalog.uwlax.edu/graduate/programrequirements/physicianassistant) (PAS - master’s level), and
- Radiation Therapy (p. 511) (RT - bachelor’s level).

These programs have achieved regional and national recognition for excellence in professional health care education, and the placement rate of our graduating students approaches 100%.

Each of these programs has an identified professional curriculum including both didactic and clinical experiences which leads to a degree. Each program has defined pre-professional prerequisite and admission criteria, which must be completed before seeking admission to the professional program. UWL students interested in one of these fields will declare that discipline as a pre-professional second major (e.g. pre-OT) prior to making formal application to that program. Students interested in transferring to UWL to enroll in a health professions program should consult that program for advice regarding transfer. Student participation in each program is governed by program specific policies that can be obtained directly from the program.

Each of the Health Professions Department programs requires students to have a criminal background check prior to beginning professional course work. These are required by health care institutions that students will be attending during their program. Unacceptable criminal background checks may jeopardize the student’s ability to complete their professional program. Further information about the criminal background check is available on each program’s website.

2016-17 Faculty/Staff

The following is the department’s general staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Department chair

Thomas Kernozek

Administrative Support

Shauna Salow, Academic Department Associate
Pete Amann, Student Status Examiner

Mathematics and Statistics Department (MTH/STAT)

College of Science and Health
Department chair: Rebecca LeDocq
1025 Cowley Hall; 608.785.6615
Email: rledocq@uwla.edu

www.uwlax.edu/mathematics

Mathematics is the science and art of pattern and idea; statistics is the science of collecting, analyzing, and making inferences from data. There is no area that does not require some form of mathematical or statistical thought. It is an integral part of the liberal arts education and is the foundation for many areas of study. In filling many roles at UW-La Crosse, the Department of Mathematics and Statistics serves a diverse group of students; we nurture all liberal arts students, give students a solid foundation from which to study both the natural and social sciences, provide the tools needed by students in professional programs, and cultivate mathematics and statistics majors. As disciplines, mathematics and statistics can be studied by themselves or in conjunction with other fields such as the biological and life sciences, physical sciences, engineering, and social sciences.

Students who graduate with degrees in mathematics or statistics pursue a wide variety of careers. Our math education majors are sought after to fill a huge need for quality math teachers in our country. Many of our statistics and applied math majors go on to jobs in industry as analysts, statisticians, and actuaries while others go on to professional programs such as law, medicine and health professions, or business. With degrees from our program, students have gone to graduate programs in mathematics, applied mathematics, statistics, engineering, and computer science.

The faculty of the Department of Mathematics and Statistics is committed to being excellent teacher-scholars. Members of the department are involved in research in areas of algebra, analysis, topology and geometry, statistics, applied mathematics, numerical analysis, education, and combinatorics and graph theory. This research is widely published in prestigious research journals, and many faculty have received numerous grants. Technology is integrated into both the teaching and research in the department. Many students participate in undergraduate research projects that result in publications and presentations at national conferences.

Mathematics and statistics are interesting and lively subjects. Mathematics has both an aesthetic and a practical appeal; the enjoyment of problem solving, abstract thinking, and structural beauty draws many to mathematics. Statistics helps us understand and describe phenomena in our world and to help us draw reliable conclusions about those phenomena. The challenge and satisfaction of using mathematics and statistics to solve real world problems provides an equally strong appeal. #UWLmath

Mathematics and Statistics credit by examination policy

The Department of Mathematics and Statistics awards credit by examination in MTH 150 College Algebra (4 cr.); MTH 151 Precalculus

University of Wisconsin-La Crosse
(4 cr.); MTH 207 Calculus I (5 cr.); and MTH 208 Calculus II (4 cr.). The exams may be taken by new first years and are scheduled for the second week of semester I. Students may not earn credit by examination in both MTH 150 and MTH 151. Credit for MTH 145 Elementary Statistics (4 cr.) will be granted to entering first years with a College Board Advanced Placement Statistics Examination score of 3 or better. Credit for MTH 207 will be granted to entering first years with a College Board Advanced Placement AB exam score of 4 or better. Entering first years with a score of 3 on the BC Calculus examination are awarded credit for MTH 207; students with a score of 4 or 5 on the BC Calculus examination are awarded credit for both MTH 207 and MTH 208.

Mathematics and Statistics retroactive credit policy

Students taking MTH 207 Calculus I, MTH 208 Calculus II, MTH 309 Linear Algebra with Differential Equations, or MTH 310 Calculus III: Multivariable Calculus, and earning a grade of "B" or better, will be given retroactive credit for MTH 151 Precalculus (4 cr.) provided that the student's transcript shows no record of prior or concurrent enrollment in MTH 151, MTH 207, MTH 208, MTH 309, or MTH 310.

General education writing emphasis

This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

2016-17 Faculty/Staff

The following is the department's faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor

Jeffrey Baggett
Barbara Bennie
Susan Kelly
Jennifer Kosiak
Rebecca LeDocq
James Peirce
David Reineke
Steven Senger

Associate Professor

Robert Allen
Melissa Bingham
Abdulaziz Elfessi
Heather Hulett
Karl Kattchee
Andrew Matchett
Jenni McCool

Sherwin Toribio
Todd Will
Huiya Yan

Assistant Professor

Douglas Baumann
Matthew Chedister
Song Chen
Tushar Das
Eric Eager
Whitney George
Joshua Hertel
Edward Kim
David Liss
Chad Vidden
Nathan Warnberg

Lecturer

Benjamin Anderson
Samuel Morris
David Olson
William Schilla
Judy Young

Associate Lecturer

George Cherveny
Susan Gitter
Phillip Loehmer
Brett Townsend
William Truttschel

Administrative Support

Julie Garrels

Majors

- Mathematics major - BA (p. 459)
- Mathematics major - BS (p. 461)
- Mathematics major with applied emphasis - BS (p. 463)
- Mathematics major with education emphasis - BS (p. 465)
- Mathematics education major (early adolescence-adolescence certification) - BS (p. 467)
- Statistics major - BS (p. 468)
- Statistics major with concentration in actuarial science - BS (p. 470)
• Dual degree program in mathematics and engineering (p. 472)

Minors
• Mathematics minor (p. 473)
• Mathematics minor with education emphasis (p. 473)
• Mathematics education minor (early adolescence-adolescence certification) (p. 474)
• Mathematics education minor (middle childhood-early adolescence certification) (p. 474)
• Statistics minor (p. 474)

Honors
• Mathematics honors program (http://catalog.uwlax.edu/undergraduate/mathematics/honors-program)

Mathematics Major - Bachelor of Arts (BA)

Major Requirements
(All colleges, excluding teacher certification programs)

39 credits (43 total credits including CS 120)

Core courses
MTH 207 Calculus I 5
MTH 208 Calculus II 4
MTH 225 Logic and Discrete Mathematics 1 4
MTH 309 Linear Algebra with Differential Equations 4
MTH 310 Calculus III: Multivariable Calculus 4

Group I
Select three credits from the following: 3
MTH 311 Number Theory
MTH 317 Graph Theory
MTH 331 Modern Geometry

Group II
Select three credits from the following: 3
MTH 353 Differential Equations
MTH 362 Complex Variables
MTH 371 Numerical Methods

Group III
Select six credits from the following: 6
MTH 407 Real Analysis I
MTH 411 Abstract Algebra I
MTH 415 Topology

Electives
Select six credits not already taken from the following: 6
MTH 245 Probability and Statistics
MTH 311 Number Theory
MTH 317 Graph Theory
MTH 320 History of Mathematics
MTH 331 Modern Geometry
MTH 353 Differential Equations
MTH 362 Complex Variables
MTH 371 Numerical Methods
MTH 407 Real Analysis I

MTH 408 Real Analysis II
MTH 411 Abstract Algebra I
MTH 412 Abstract Algebra II
MTH 415 Topology
MTH 441 Mathematical Statistics I
MTH 442 Mathematical Statistics II
MTH 461 Mathematical Physics
CS 453 Introduction to Theory of Computation
PHY 470 Advanced Quantum Mechanics

Total Credits 39

1 may substitute CS 225 for MTH 225.

In addition CS 120 Software Design I (4 cr.) must be taken.

Degree Requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 459)
• Baccalaureate degree requirements (p. 460)

College of Science and Health (SAH)
Bachelor of Arts core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 210, BIO 304, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Arts degree, students must complete a major from the college and proficiency in a foreign language at the 202 level or an ESL proficiency score of 80 or above on the La Crosse Battery of exams for non-native speakers of English. Contact the “English as a Second Language Institute” for eligibility and regulations. Students must also complete one of the following options. It is recommended that courses are selected in consultation with your advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or

2. Complete an individualized option, consisting of 15 credits.

   a. These courses must be from the College of Liberal Studies/ School of Arts and Communication.

   b. At least 9 credits must be earned at the 300/400 level.

   c. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
d. Internship credits may not count toward the individualized option.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csimul?cmd=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>5</td>
<td>MTH 208 (Gen Ed Math)</td>
<td>4</td>
</tr>
<tr>
<td>PHY 103 (or other Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>PHY 104 (or other Lab Science)</td>
<td>4</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

| Total Credits | 15 | 14 |

### Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 225</td>
<td>4 MTH 309</td>
<td>4 MTH 309</td>
<td>4</td>
</tr>
<tr>
<td>MTH 310</td>
<td>4 CS 120 (Gen Ed Lang/Logical Systems)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3 Gen Ed Minority Cultures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Global Studies</td>
<td>3 202-level Language (SAH BA Core)</td>
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</tr>
<tr>
<td>University Elective</td>
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</tbody>
</table>

| Total Credits | 16 | 15 |

### Year 3

<table>
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<th>Fall</th>
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<tbody>
<tr>
<td>MTH 353, 362, or 371 (Group II)</td>
<td>3 MTH 311, 317, or 331 (Group I)</td>
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</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3 MTH Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3 Gen Ed Self &amp; Society</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>University Elective at 300/400 level</td>
<td>3 SAH Core (300/400 CLE elec) or LLS Minor</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>University Elective at 300/400 level</td>
<td>3 SAH Core (300/400 CLE elec) or LLS Minor</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>University Elective</td>
<td>1</td>
<td></td>
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</tr>
</tbody>
</table>

| Total Credits | 15 | 15 |

### Year 4

<table>
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<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 407, 411, or 415 (Group III)</td>
<td>3 MTH 407, 411, or 415 (Group III)</td>
<td>3</td>
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</tr>
</tbody>
</table>
MTH Elective
3
SAH Core or CLS Minor

SAH Core or CLS Minor

University Elective at 300/400 level
3
University Elective at 300/400 level
3

University Elective at 300/400 level
3
University Elective at 300/400 level
3

Total Credits: 120

1 See SAH BA Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Mathematics Major - Bachelor of Science (BS)

Major Requirements
(All colleges, excluding teacher certification programs)

39 credits (43 total credits including CS 120)

Core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
<td>5</td>
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<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
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<tr>
<td>MTH 225</td>
<td>Logic and Discrete Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MTH 309</td>
<td>Linear Algebra with Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MTH 310</td>
<td>Calculus III: Multivariable Calculus</td>
<td>4</td>
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</tbody>
</table>

Group I
Select three credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 311</td>
<td>Number Theory</td>
</tr>
<tr>
<td>MTH 317</td>
<td>Graph Theory</td>
</tr>
<tr>
<td>MTH 331</td>
<td>Modern Geometry</td>
</tr>
</tbody>
</table>

Group II
Select three credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 353</td>
<td>Differential Equations</td>
</tr>
<tr>
<td>MTH 362</td>
<td>Complex Variables</td>
</tr>
<tr>
<td>MTH 371</td>
<td>Numerical Methods</td>
</tr>
</tbody>
</table>

Group III
Select six credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 407</td>
<td>Real Analysis I</td>
<td>6</td>
</tr>
<tr>
<td>MTH 411</td>
<td>Abstract Algebra I</td>
<td></td>
</tr>
<tr>
<td>MTH 415</td>
<td>Topology</td>
<td></td>
</tr>
</tbody>
</table>

Electives
Select six credits not already taken from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 245</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>MTH 311</td>
<td>Number Theory</td>
</tr>
<tr>
<td>MTH 317</td>
<td>Graph Theory</td>
</tr>
<tr>
<td>MTH 320</td>
<td>History of Mathematics</td>
</tr>
<tr>
<td>MTH 331</td>
<td>Modern Geometry</td>
</tr>
<tr>
<td>MTH 353</td>
<td>Differential Equations</td>
</tr>
<tr>
<td>MTH 362</td>
<td>Complex Variables</td>
</tr>
<tr>
<td>MTH 371</td>
<td>Numerical Methods</td>
</tr>
</tbody>
</table>

Total Credits 39

1 may substitute CS 225 for MTH 225.

In addition CS 120 Software Design I (4 cr.) must be taken.

Degree Requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 461)
- Baccalaureate degree requirements (p. 462)

College of Science and Health (SAH)
Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student's major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or

ii 300/400 level courses inside major not being used to fulfill major requirements.

c. Internship credits may not count toward the individualized option.

The list of exempted SAH programs is below.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.

2. Complete at least one ethnic studies (diversity) course.

3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)

7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Two samples plans are given. The first is a typical layout for navigating the mathematics major. The second suggests specific courses and additional math electives for students interested in pursuing graduate studies in the mathematics area.

**Sample Plan 1 - typical layout**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>5 MTH 208 (Gen Ed Math)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 103 (or other Gen Ed Lab Science)</td>
<td>4 PHY 104 (or other lab science for SAH Core requirement)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3 Gen Ed Health &amp; Wellness</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 310</td>
<td>4 MTH 309</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 225</td>
<td>4 CS 120 (Gen Ed Lang/Logical Systems)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2 Gen Ed Self &amp; Society</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Global Studies</td>
<td>3 Gen Ed Minority Cultures</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Elective</td>
<td>3 Gen Ed Arts</td>
<td>2-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 353, 362, or 371 (Group II)</td>
<td>3 MTH 311, 317, or 331 (Group I)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAH Core (300/400 not MTH) or Minor</td>
<td>3 MTH Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------</td>
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</tr>
<tr>
<td>MTH 207 Calculus I</td>
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<td></td>
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<tr>
<td>MTH 208 Calculus II</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 225 Logic and Discrete Mathematics</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 309 Linear Algebra with Differential Equations</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 310 Calculus III: Multivariable Calculus</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>MTH 353 Differential Equations</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 371 Numerical Methods</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 461 Mathematical Physics</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or MTH 480 Studies in Applied Mathematics</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select nine credits of the following:</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 245 Probability and Statistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 362 Complex Variables</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 407 Real Analysis I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 408 Real Analysis II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 441 Mathematical Statistics I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 442 Mathematical Statistics II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 448 Operations Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 461 Mathematical Physics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 39

1. may substitute CS 225 for MTH 225.
2. Three of these credits may be met by completing one of the following courses: CHM 310 Physical Chemistry Theory II (3 cr.), CS 453 Introduction to Theory of Computation (3 cr.), PHY 470 Advanced Quantum Mechanics (3 cr.), PHY 474 Advanced Computational Physics (4 cr.)

In addition, CS 120 Software Design I (4 cr.) must be taken.

### Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 463)
- Baccalaureate degree requirements (p. 464)

### College of Science and Health (SAH) Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

**Note:** Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i. 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii. 300/400 level courses inside major not being used to fulfill major requirements.

---

1. See SAH BS Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

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### Mathematics Major with Applied Emphasis (BS)

#### Major requirements

(All colleges, excluding teacher certification programs)

39 credits (43 total credits including CS 120 Software Design I (4 cr.))
c. Internship credits may not count toward the individualized option.

The list of exempted SAH programs is below.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for graduation. (See undergraduate resident requirement (p. ).)

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

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**General Education Program**

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>5 MTH 208 (Gen Ed Math)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 203 (or other Gen Ed Lab Science)</td>
<td>4 MTH 225</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3 PHY 204 (or other Lab Science)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>15</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 309 or 310</td>
<td>4 MTH 309 or 310</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS 120 (Gen Ed Logical Systems)</td>
<td>4 Gen Ed Minority Cultures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3 Gen Ed Arts</td>
<td>2-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3 Gen Ed Self &amp; Society</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Global Studies</td>
<td>3 University Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 353</td>
<td>3 MTH 371</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3 SAH Core (300/400 not MTH) or Minor</td>
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<td></td>
</tr>
<tr>
<td>SAH Core (300/400 not MTH) or Minor</td>
<td>3 SAH Core (300/400 not MTH) or Minor</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3 University Elective</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>University Elective</td>
<td>3 University Elective</td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH Elective</td>
<td>3 MTH 461 or 480</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH Elective</td>
<td>3 MTH Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAH Core or Minor</td>
<td>3 SAH Core (300/400 not MTH) or Minor</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The list of exempted SAH programs is below.
Mathematics Major with Education Emphasis

Major requirements

(All colleges, excluding teacher certification programs)

36-37 credits (41-42 total credits including CS 120)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 225</td>
<td>Logic and Discrete Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MTH 245</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MTH 309</td>
<td>Linear Algebra with Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MTH 310</td>
<td>Calculus III: Multivariable Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MTH 331</td>
<td>Modern Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MTH 411</td>
<td>Abstract Algebra I</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 151</td>
<td>Precalculus (if taken for grade rather than retro-credit)</td>
<td>6</td>
</tr>
<tr>
<td>MTH 311</td>
<td>Number Theory</td>
<td></td>
</tr>
<tr>
<td>MTH 317</td>
<td>Graph Theory</td>
<td></td>
</tr>
<tr>
<td>MTH 320</td>
<td>History of Mathematics</td>
<td></td>
</tr>
<tr>
<td>MTH 353</td>
<td>Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MTH 362</td>
<td>Complex Variables</td>
<td></td>
</tr>
<tr>
<td>MTH 371</td>
<td>Numerical Methods</td>
<td></td>
</tr>
<tr>
<td>MTH 407</td>
<td>Real Analysis I</td>
<td></td>
</tr>
<tr>
<td>MTH 441</td>
<td>Mathematical Statistics I</td>
<td></td>
</tr>
<tr>
<td>MTH 442</td>
<td>Mathematical Statistics II</td>
<td></td>
</tr>
<tr>
<td>MTH 461</td>
<td>Mathematical Physics</td>
<td></td>
</tr>
<tr>
<td>MTH 480</td>
<td>Studies in Applied Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 37

1 Can substitute CS 225 for MTH 225. Students taking CS 225 will need seven credits of electives in math rather than six credits.

In addition, CS 120 Software Design I (4 cr.) must be taken.

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 465)

- Baccalaureate degree requirements (p. 465)

College of Science and Health (SAH) Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

1 The list of exempted SAH programs is below.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA\(^1\) in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

\(^1\) Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csnprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

*This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.*

The mathematics major with an emphasis in education does not by itself lead to teacher certification. Refer to the mathematics education major which includes the STEP teacher certification requirements if a teaching license is desired.

---

### Sample degree plan

#### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>5</td>
<td>MTH 208 (Gen Ed Math)</td>
<td>4</td>
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<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>CS 120 (Gen Ed Logical Systems)</td>
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<tr>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
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<tr>
<th>Credits</th>
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#### Year 2

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<tbody>
<tr>
<td>MTH 309 or 310</td>
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<td>MTH 309 or 310</td>
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</tr>
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<td>MTH 225</td>
<td>4</td>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
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<td>Gen Ed Arts</td>
<td>2-3</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Global Studies</td>
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<td>University Elective</td>
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</tbody>
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#### Year 3

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<tr>
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<td>4</td>
<td>MTH 331</td>
<td>3</td>
</tr>
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<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>SAH Core (300/400 not MTH) or Minor</td>
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<tr>
<td>SAH Core (300/400 not MTH) or Minor</td>
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<td>Gen Ed Elective</td>
<td>3</td>
<td>University Elective</td>
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<tr>
<td>University Elective</td>
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<td>University Elective</td>
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#### Year 4

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<th>Fall</th>
<th>Credits</th>
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<tr>
<td>MTH 411</td>
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<td>MTH Elective</td>
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<td>MTH Elective</td>
<td>3</td>
<td>SAH Core (300/400 not MTH) or Minor</td>
<td>3</td>
</tr>
<tr>
<td>SAH Core or Minor(^1)</td>
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<td>University Elective at 300/400 level</td>
<td>3</td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
<td>University Elective</td>
<td>1</td>
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<table>
<thead>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>15</td>
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</table>

**Total Credits: 120**

\(^1\) See SAH BS Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.
Mathematics Education Major (Early Adolescence-Adolescence Certification) - Bachelor of Science (BS)

Major requirements

Admission requirements for STEP Program (p. 534)

(Teacher certification program: early adolescence-adolescence certification)

40-41 credits (43-45 total credits including CT 100 or CS 120)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 225</td>
<td>Logic and Discrete Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MTH 245</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MTH 309</td>
<td>Linear Algebra with Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MTH 310</td>
<td>Calculus III: Multivariable Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MTH 321</td>
<td>Teaching Mathematics with Technology</td>
<td>3</td>
</tr>
<tr>
<td>MTH 331</td>
<td>Modern Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MTH 421</td>
<td>Teaching and Learning Mathematics and</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Computer Science in the Secondary School</td>
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Select two additional courses of the following: (at least one course must be at the 400 level)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 311</td>
<td>Number Theory</td>
<td></td>
</tr>
<tr>
<td>MTH 317</td>
<td>Graph Theory</td>
<td></td>
</tr>
<tr>
<td>MTH 320</td>
<td>History of Mathematics</td>
<td></td>
</tr>
<tr>
<td>MTH 353</td>
<td>Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MTH 362</td>
<td>Complex Variables</td>
<td></td>
</tr>
<tr>
<td>MTH 371</td>
<td>Numerical Methods</td>
<td></td>
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<tr>
<td>MTH 407</td>
<td>Real Analysis I</td>
<td></td>
</tr>
<tr>
<td>MTH 411</td>
<td>Abstract Algebra I</td>
<td></td>
</tr>
<tr>
<td>MTH 441</td>
<td>Mathematical Statistics I</td>
<td></td>
</tr>
<tr>
<td>MTH 442</td>
<td>Mathematical Statistics II</td>
<td></td>
</tr>
<tr>
<td>MTH 461</td>
<td>Mathematical Physics</td>
<td></td>
</tr>
<tr>
<td>MTH 480</td>
<td>Studies in Applied Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 41

1 may substitute CS 225 for MTH 225.

In addition, CT 100 or CS 120 (3-4 credits) is required.

Additional teacher education requirements are listed in the STEP program core (p. 534).

Degree requirements

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 467)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. 1 At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UW-La Crosse as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA 1 in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UW-La Crosse is required for graduation. (See undergraduate resident requirement (p. )
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UW-La Crosse in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cslprod/?cmd=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UW-La Crosse. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning.
Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>5</td>
<td>MTH 208 (Gen Ed Math)</td>
<td>4</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>CS 120 (Gen Ed Logical Systems)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 100 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
</tr>
<tr>
<td>EDS 203 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td>University Elective</td>
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</table>

Semester 1 or 2: pass the basic skills test requirement prior to admission into the teacher education program.1

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 309 or 310</td>
<td>4</td>
<td>Apply for admission to the STEP Program by 4th Monday of the semester.1</td>
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<td></td>
</tr>
<tr>
<td>MTH 225</td>
<td>4</td>
<td>MTH 245</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td>MTH 309 or 310</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>EDS 206 (Gen Ed Minority Cultures)</td>
<td>3</td>
<td>EDS 309</td>
<td>2</td>
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</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>HIS 101 or 102 (Gen Ed World Hist)</td>
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| Semester 1 or 2: pass the basic skills test requirement prior to admission into the teacher education program.1 |

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
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<th>Spring</th>
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<td>3</td>
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</tr>
<tr>
<td>PSY 212</td>
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<td>MTH Elective (see list)</td>
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<td></td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
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<td>EDS 351</td>
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<td>University Elective</td>
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<td>PSY 370</td>
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<td>University Elective</td>
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<td>Gen Ed Global Studies</td>
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</table>

Total Credits: 120

1 See the STEP Admissions (http://www.uwlax.edu/Secondary-Teacher-Education-Preparation/Admission) website for details.

2 See the Office of Field Experience (http://www.uwlax.edu/SOE/For-teacher-candidates) for details about applying to student teaching.

### Statistics Major - Bachelor of Science (BS)

#### Major requirements

(All colleges, excluding teacher certification programs)

40 credits (44 total credits including CS 120):

- MTH 207 Calculus I: 5
- MTH 208 Calculus II: 4
- MTH 245 Probability and Statistics: 4
- MTH 309 Linear Algebra with Differential Equations: 4
- MTH 310 Calculus III: Multivariable Calculus: 4
- MTH 405 Statistical Methods: 3
- MTH 440 Statistical Consulting: 1
- MTH 441 Mathematical Statistics I: 3
- MTH 442 Mathematical Statistics II: 3
- MTH 445 Correlation and Regression Analysis: 3
- MTH 446 Analysis of Variance and Design of Experiments: 3

Select 3 credits of the following:

- MTH 371 Numerical Methods: 3
- MTH 407 Real Analysis I: 3
- MTH 443 Categorical Data Analysis: 3
- MTH 447 Nonparametric Statistics: 3
- MTH 449 Applied Multivariate Statistics: 3

Total Credits: 40

In addition, CS 120 Software Design I must be taken.
Students may not double major in mathematics and statistics.

**Degree requirements**

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 469)
- Baccalaureate degree requirements (p. 469)

**College of Science and Health (SAH)**

**Bachelor of Science core requirements**

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

**Note:** Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

**For the Bachelor of Science degree,** in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i. 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii. 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

1. The list of exempted SAH programs is below.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.

2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement.)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/pdp/cspdr/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.
This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>5</td>
<td>MTH 208 (Gen Ed Math)</td>
<td>4</td>
</tr>
<tr>
<td>PHY 203 (or other Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>CS 120 (Gen Ed Logical Systems)</td>
<td>4</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>PHY 204 (or other Natural Lab Science)</td>
<td>4</td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
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</table>

15 15

### Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 310</td>
<td>4</td>
<td>MTH 309</td>
<td>4</td>
</tr>
<tr>
<td>MTH 245</td>
<td>4</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Global Studies</td>
<td>3</td>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
</tr>
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16 15

### Year 3

<table>
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<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 441</td>
<td>3</td>
<td>MTH 442</td>
<td>3</td>
</tr>
<tr>
<td>MTH 405</td>
<td>3</td>
<td>SAH Core (300/400 not MTH) or Minor</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>SAH Core (300/400 not MTH) or Minor</td>
<td>3</td>
</tr>
<tr>
<td>SAH Core (300/400 not MTH) or Minor</td>
<td>3</td>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td>University Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

15 15

### Year 4

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 445</td>
<td>3</td>
<td>MTH 446</td>
<td>3</td>
</tr>
<tr>
<td>Stats Elective</td>
<td>3</td>
<td>SAH Core (300/400 not MTH) or Minor</td>
<td>3</td>
</tr>
<tr>
<td>MTH 440</td>
<td>1</td>
<td>SAH Core or Minor</td>
<td>3</td>
</tr>
<tr>
<td>SAH Core or Minor</td>
<td>3</td>
<td>University Elective at 300/400 level</td>
<td>3</td>
</tr>
<tr>
<td>University Elective at 300/400 level</td>
<td>3</td>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td>University Elective</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14 15

Total Credits: 120

In addition, CS 120 Software Design I must be taken.

Students may not double major in mathematics and statistics with concentration in actuarial science.

### Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 470)
- Baccalaureate degree requirements (p. 471)
College of Science and Health (SAH)
Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

1 The list of exempted SAH programs is below.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

1 The list of exempted SAH programs is below.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UW-L in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprodu/?cmd=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UW-L. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td></td>
<td>5 MTH 208 (Gen Ed Math)</td>
<td>4</td>
</tr>
<tr>
<td>PHY 203 (or other Gen Ed Natural Lab Science)</td>
<td></td>
<td>4 CS 120 (Gen Ed Logical Systems)</td>
<td>4</td>
</tr>
</tbody>
</table>
### Dual Degree Program in Mathematics and Engineering

**Major requirements**

Students with a math major who are also interested in engineering are able to receive both a Bachelor of Science (mathematics major) from UW-La Crosse and a Bachelor of Science (engineering major) from UW-Madison. At UWL, students must complete a minimum of 85 credits, including the general education requirements and specific math and science course in preparation for the engineering program. Students are recommended to include the following courses in their work at UWL:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CS 120</td>
<td>Software Design I</td>
</tr>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Global Macroeconomics</td>
</tr>
<tr>
<td>ECO 336</td>
<td>Women in the U.S. Economy</td>
</tr>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MTH 225</td>
<td>Logic and Discrete Mathematics</td>
</tr>
<tr>
<td>MTH 245</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>MTH 309</td>
<td>Linear Algebra with Differential Equations</td>
</tr>
<tr>
<td>MTH 310</td>
<td>Calculus III: Multivariable Calculus</td>
</tr>
<tr>
<td>MTH 353</td>
<td>Differential Equations</td>
</tr>
<tr>
<td>MTH 371</td>
<td>Numerical Methods</td>
</tr>
<tr>
<td>MTH 480</td>
<td>Studies in Applied Mathematics</td>
</tr>
<tr>
<td>PHY 203</td>
<td>General Physics I</td>
</tr>
<tr>
<td>PHY 204</td>
<td>General Physics II</td>
</tr>
<tr>
<td>PHY 321</td>
<td>Classical Mechanics</td>
</tr>
</tbody>
</table>

Students interested in industrial engineering should add ACC 221 Accounting Principles I (3 cr.). Students should consult with the mathematics and statistics department chair for specific course and sequence advising for this agreement.

In order to receive the B.S. degree (mathematics major) from UW-L, students have two options:

1. Complete the selected engineering program at UW-Madison, or
2. Complete applicable math courses at UW-Madison to satisfy the remaining math electives required for mathematics major at UWL.

In either case the student would then transfer these credits to UW-La Crosse. For the typical student, the remaining credits must include 10-13 credits at the 300 level or above. This transfer of credits and awarding of the B.S. degree (mathematics major) by UW can take place as soon as the student demonstrates completion of math courses at UW-Madison to meet UWL mathematics electives requirements or the completion of the engineering sequence at UW-Madison.

### Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 472)
- Baccalaureate degree requirements (p. 473)

**College of Science and Health (SAH) Bachelor of Science core requirements**

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE

---

1. See SAH BS Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.
must accomplish the following:

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i. 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements); or
      ii. 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

The list of exempted SAH programs is below.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence.

December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Mathematics Minor

(All colleges, excluding middle childhood-early adolescence certification program)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>5</td>
</tr>
<tr>
<td>MTH 208</td>
<td>4</td>
</tr>
<tr>
<td>MTH 309</td>
<td>4</td>
</tr>
<tr>
<td>MTH 225</td>
<td>9</td>
</tr>
<tr>
<td>MTH 245</td>
<td>2</td>
</tr>
<tr>
<td>MTH 265</td>
<td>4</td>
</tr>
<tr>
<td>MTH courses numbered 300 and above</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 22

Credit for MTH 151 Precalculus (4 cr.) may be used to fulfill three of the nine additional credits. Can substitute CS 225 for MTH 225. Credit will be given for only one course.

Computer science majors may count MTH 317 Graph Theory (3 cr.), MTH 371 Numerical Methods (3 cr.) and CS 453 Introduction to Theory of Computation (3 cr.) for credit in both the computer science major and the mathematics minor.

Physics majors may count MTH 461 Mathematical Physics (3 cr.) and PHY 470 Advanced Quantum Mechanics (3 cr.) for credit in both the physics major and the mathematics minor.

Mathematics Minor with Education Emphasis

(All colleges, excluding teacher certification programs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207</td>
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</tr>
<tr>
<td>MTH 208</td>
<td>4</td>
</tr>
<tr>
<td>MTH 225</td>
<td>4</td>
</tr>
<tr>
<td>MTH 245</td>
<td>4</td>
</tr>
<tr>
<td>MTH 309</td>
<td>4</td>
</tr>
<tr>
<td>MTH 310</td>
<td>4</td>
</tr>
<tr>
<td>MTH 331</td>
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Total Credits: 28

may substitute CS 225 for MTH 225.
Statistics Minor

(All colleges)

20 credits

<table>
<thead>
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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MTH 145</td>
<td>4</td>
</tr>
<tr>
<td>MTH 175</td>
<td>4-5</td>
</tr>
</tbody>
</table>

This minor is not available to statistics majors.

Mathematics Education Minor (Early Adolescence-Adolescence Certification)

(Teacher certification programs, excluding middle childhood-early adolescence level education)

28 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>5</td>
</tr>
<tr>
<td>MTH 208</td>
<td>4</td>
</tr>
<tr>
<td>MTH 225</td>
<td>4</td>
</tr>
<tr>
<td>MTH 245</td>
<td>4</td>
</tr>
<tr>
<td>MTH 309</td>
<td>4</td>
</tr>
<tr>
<td>MTH 310</td>
<td>4</td>
</tr>
<tr>
<td>MTH 331</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>28</td>
</tr>
</tbody>
</table>

Early adolescence-adolescence teacher certification candidates must also complete MTH 421 Teaching and Learning Mathematics and Computer Science in the Secondary School (4 cr.).

1 may substitute CS 225 for MTH 225.

Mathematics Education Minor (Middle Childhood-Early Adolescence Certification)

(Teacher certification programs)

22 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 135</td>
<td>4</td>
</tr>
<tr>
<td>MTH 136</td>
<td>4</td>
</tr>
<tr>
<td>MTH 171</td>
<td>3</td>
</tr>
<tr>
<td>MTH 280</td>
<td>3</td>
</tr>
<tr>
<td>MTH 175</td>
<td>4-5</td>
</tr>
<tr>
<td>or MTH 207</td>
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</tr>
<tr>
<td>Select four credits of the following:</td>
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</tr>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
</tr>
<tr>
<td>MTH 151</td>
<td>Precalculus</td>
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<tr>
<td>MTH 208</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MTH 265</td>
<td>Mathematical Models in Biology</td>
</tr>
<tr>
<td>MTH 321</td>
<td>Teaching Mathematics with Technology</td>
</tr>
<tr>
<td>Other MTH courses numbered 300 and above</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>22</td>
</tr>
</tbody>
</table>

With the approval of the Department of Mathematics and Statistics Chair, a research methods course from another department may be substituted for three of the nine additional credits. MTH 245 Probability and Statistics may be substituted for MTH 145 Elementary Statistics.

Microbiology Department (MIC)

College of Science and Health
Department Chair: Bernadette Taylor
3033 Cowley Hall; 608.785.6990
Email: btaylor@uwlax.edu

www.uwlax.edu/microbiology

Microbiology is the study of microscopic organisms, their activities, and applications. Although small in size, microorganisms play an enormous role in many areas of society including human health and disease, food, pharmaceutical and biotechnology industries, agriculture, and the environment. As a result of the widespread importance and application of microbiology, career opportunities are almost limitless. There are more microbiologists than any other type of biologist and the American Society for Microbiology is the oldest and largest single life science membership organization in the world.

The Department of Microbiology, located in Cowley Hall, supports undergraduate and graduate programs in microbiology. The microbiology major has been in existence since 1984 and the program has been recognized by the University of Wisconsin System as a Center of Excellence since 1988. The program is nationally known for excellence in undergraduate education and emphasizes laboratory competence in microbiology and related disciplines. A microbiology major provides a foundation for the abundant employment opportunities in microbiology and is also excellent preparation for graduate school or professional schools. Microbiology is cited as the major that best prepares pre-med students for the rigorous of medical school.

The curriculum is based on the recommendations from the American Society for Microbiology, and is designed to ensure that graduates gain excellent, state-of-the-art experience in microbiology. After completing a core of microbiology courses, students may choose electives that allow them to specialize in specific areas. A large number of electives are available in areas of virology, parasitology, mycology, molecular biology, bioinformatics, food and industrial microbiology, environmental microbiology, plant microbiology, and research. Students may also elect a biomedical, environmental science, or business concentration with slightly different curricula. A particular emphasis of the UW-La Crosse microbiology major is laboratory competence. Faculty have received more than one million dollars in educational grants to ensure that teaching laboratories are equipped with the latest equipment. Microbiology majors receive more laboratory instruction than any other major on campus, which results in exceptionally high employability.
Center of Excellence in Microbiology

The University of Wisconsin System and the Board of Regents have identified the microbiology program at UWL as a Center of Excellence based on the exceptional quality of the undergraduate laboratory science education. The microbiology program has been nationally recognized for the overall quality of the program and prepares its graduates for a diversity of professional opportunities at the baccalaureate level. Since the inception of a major in 1984, more than 95 percent of the microbiology graduates interested in employment have obtained positions in hospitals, clinics, private laboratories, food and fermentation industries, biotechnology companies, pharmaceutical industries, universities, and government agencies.

Microbiology is also an excellent curricular track to prepare students for graduate or professional schools (medical, dental, veterinary, optometry).

The microbiology major is housed within the Department of Microbiology and provides students an extensive curriculum with a strong laboratory emphasis. The Department of Microbiology faculty have obtained over one million dollars in grant funding within the past decade to ensure that students gain experience in the latest state-of-the-art techniques. Students may choose from an extensive list of microbiology electives and tailor their major to meet their career goals. In addition to the microbiology major, the department also offers microbiology majors with concentrations in biomedical, business, and environmental science for students wishing to focus in these areas.

All microbiology majors receive individual counseling throughout their undergraduate years. The faculty have active research programs providing abundant opportunities for undergraduate research. In addition, numerous internships are available with local and regional laboratories for microbiology majors. An active microbiology club affiliated with the American Society for Microbiology enhances the educational experience. For additional information regarding the Center of Excellence in Microbiology, contact the microbiology department chair, Cowley Hall, University of Wisconsin-La Crosse, La Crosse, WI 54601 USA.

General education writing emphasis

This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor

Michael Hoffman
William Schwan

Associate Professor

Bonita Bratina
Marc Rott

Beradette Taylor
Assistant Professor
Jim Parejko
Peter Wilker
Xinhui Li

Senior Lecturer
Suzanne Anglehart

Lecturer
Marisa Barbknecht
Michael Lazzari

Laboratory Manager I
Pamela Benzing
Anne Mach

Instructional Specialist
Rebecca Polanowski

Administrative Support
Susan Betts

Majors

• Microbiology - BS (p. 475)
• Microbiology major: biomedical concentration - BS (p. 478)
• Microbiology major: business concentration - BS (p. 480)
• Microbiology major: environmental science concentration - BS (p. 482)

Minor

• Microbiology minor (p. 484)

Honors

• Microbiology honors program (p. 485)

Microbiology Major - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

40 microbiology/biology credits (67 total credits including requirements outside BIO/MIC)

<table>
<thead>
<tr>
<th>Biology core</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 203</td>
<td>Organismal Biology</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Select one of the following:
### Microbiology Major - Bachelor of Science (BS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 210</td>
<td>Animal Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 304</td>
<td>Plant Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 306</td>
<td>Genetics</td>
<td></td>
</tr>
<tr>
<td>BIO 312</td>
<td>Human Anatomy and Physiology I</td>
<td></td>
</tr>
<tr>
<td>BIO 315</td>
<td>Cell Biology</td>
<td></td>
</tr>
</tbody>
</table>

#### Microbiology core

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 230</td>
<td>Fundamentals of Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>MIC 310</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>MIC 350</td>
<td>Bacterial Diversity</td>
<td>3</td>
</tr>
<tr>
<td>MIC 410</td>
<td>Immunology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MIC 416</td>
<td>Microbial Genetics</td>
<td>5</td>
</tr>
<tr>
<td>MIC 425</td>
<td>Bacterial Physiology</td>
<td>5</td>
</tr>
<tr>
<td>MIC 461</td>
<td>Capstone in Microbiology</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Microbiology/biology electives

Select at least six credits from List I, a maximum of two credits from List III. One course from List II strongly recommended. (see Elective lists below)

#### Additional requirements

- Select one course in math, MTH 145 or above: 
  - PHY 125 Physics for the Life Sciences: 4
- Select one course in physics:
  - PHY 104 Fundamental Physics II: 4
  - PHY 204 General Physics II: 4

Select a minimum of 19 credits of chemistry including:

- CHM 103 General Chemistry I: 4
- CHM 104 General Chemistry II: 4

Select one of the following:

- CHM 300 Survey of Organic Chemistry: 4
- CHM 303 Organic Chemistry Theory I: 4
- CHM 304 and Organic Chemistry Theory II: 4
- CHM 305 and Organic Chemistry Laboratory: 4

Select one of the following:

- CHM 325 Fundamental Biochemistry: 4
- CHM 417 Biochemistry I: Macromolecules: 4
- CHM 418 Biochemistry II: Metabolism and Genetic Information: 4

### Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 476)
- Baccalaureate degree requirements (p. 477)

### College of Science and Health (SAH)

#### Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

### Electives

#### List I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 380</td>
<td>Food Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>MIC 407</td>
<td>Pathogenic Bacteriology</td>
<td>4</td>
</tr>
<tr>
<td>MIC 420</td>
<td>Introductory Virology</td>
<td>3</td>
</tr>
<tr>
<td>MIC 421</td>
<td>Virology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MIC 427</td>
<td>Industrial and Fermentation Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>MIC 428</td>
<td>Fermentation Microbiology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MIC 434</td>
<td>Aquatic Microbial Ecology</td>
<td>3</td>
</tr>
<tr>
<td>MIC 454</td>
<td>Mechanisms of Microbial Pathogenicity</td>
<td>2</td>
</tr>
<tr>
<td>MIC 460</td>
<td>Symposium Microbiology</td>
<td>1-3</td>
</tr>
</tbody>
</table>

#### List II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 406</td>
<td>Parasitology</td>
<td>4</td>
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</table>

BIO 412 Mycology: 4

BIO 413 Medical Mycology: 3

BIO 449 Advanced Microscopy and Biological Imaging: 3

MIC 440 Bioinformatics: 2

MIC 442 Plant Microbe Interactions: 3

### List III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 202</td>
<td>Introduction to Biological Data Analysis and Interpretation</td>
<td>2</td>
</tr>
<tr>
<td>MIC 479</td>
<td>Microbiology Laboratory Assistant (only one credit applies to List III)</td>
<td>1-2</td>
</tr>
<tr>
<td>MIC 489</td>
<td>Independent Study in Microbiology</td>
<td>1-2</td>
</tr>
<tr>
<td>MIC 499</td>
<td>Independent Research in Microbiology</td>
<td>1-2</td>
</tr>
</tbody>
</table>

### College of Science and Health (SAH)

#### Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

### Note:

Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

### For the Bachelor of Science degree

In addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i. 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
ii 300/400 level courses inside major not being used to fulfill major requirements.

c. Internship credits may not count toward the individualized option.

1 The list of exempted SAH programs is below.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 59).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. May and summer graduates should apply by May 1. December and winter intersession graduates should apply by December 1.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their major advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BIO 105 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>BIO 203</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MTH 150 (Gen Ed Math)</td>
<td>4</td>
<td>CHM 103</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Arts</td>
<td>2</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CST 110 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 3</td>
<td>16</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 3</td>
<td>15</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 4</td>
<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Year 6</td>
<td></td>
<td></td>
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</tbody>
</table>

1 Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.
Microbiology Major: Biomedical Concentration - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

38 microbiology/biology credits (65 total credits including requirements outside BIO/MIC)

<table>
<thead>
<tr>
<th>Biology core</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 312</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Microbiology core</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 230</td>
<td>Fundamentals of Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>MIC 310</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>MIC 407</td>
<td>Pathogenic Bacteriology</td>
<td>4</td>
</tr>
<tr>
<td>MIC 410</td>
<td>Immunology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MIC 416</td>
<td>Microbial Genetics</td>
<td>5</td>
</tr>
<tr>
<td>MIC 425</td>
<td>Bacterial Physiology</td>
<td>5</td>
</tr>
<tr>
<td>MIC 461</td>
<td>Capstone in Microbiology</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Microbiology/biology electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select at least three credits from List I, a maximum of two credits from List III. (see Electives list below)</td>
<td>6</td>
</tr>
</tbody>
</table>

Additional requirements

Select one course in math, MTH 145 or above | 4-5 |

Select one course in physics: | 4 |

| PHY 125 | Physics for the Life Sciences |
| PHY 104 | Fundamental Physics II |
| PHY 204 | General Physics II |

Select a minimum of 19 credits of chemistry including: | 19 |

| CHM 103 | General Chemistry I |
| CHM 104 | General Chemistry II |

Select one of the following: |  |

| CHM 300 | Survey of Organic Chemistry |
| CHM 303 | Organic Chemistry Theory I & CHM 304 | Organic Chemistry Theory II & CHM 305 | and Organic Chemistry Laboratory |

Select one of the following: |  |

| CHM 325 | Fundamental Biochemistry |

CHM 417 & CHM 418 | Biochemistry I: Macromolecules and Biochemistry II: Metabolism and Genetic Information |  |

Total Credits: 65

The physics series PHY 103/PHY 104 or PHY 203/PHY 204 may be required for students pursuing graduate or professional degrees.

Electives

List I

| MIC 350  | Bacterial Diversity | 3 |
| MIC 380  | Food Microbiology   | 4 |
| MIC 420  | Introductory Virology | 3 |
| MIC 421  | Virology Laboratory | 2 |
| MIC 454  | Mechanisms of Microbial Pathogenicity | 2 |

List II

| BIO 406  | Parasitology | 4 |
| BIO 412  | Mycology     | 4 |
| BIO 413  | Medical Mycology | 3 |
| BIO 435  | Molecular Biology | 3 |
| CLI 440  | Clinical Parasitology | 1 |
| MIC 440  | Bioinformatics | 2 |

List III

| BIO 202  | Introduction to Biological Data Analysis and Interpretation | 2 |
| MIC 489  | Independent Study in Microbiology | 1-2 |
| MIC 499  | Independent Research in Microbiology | 1-2 |

Degree requirements

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- General education (p. 59)
- College core (p. 478)
- Baccalaureate degree requirements (p. 479)

College of Science and Health (SAH)

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

*This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.*

#### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>CHM 103 (Gen Ed Natural Lab Science)</td>
<td>5</td>
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<tr>
<td>MTH 150 (Gen Ed Math)</td>
<td>4</td>
<td>PHY 125 (Gen Ed Natural Lab Science)</td>
<td>4</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>Gen Ed Self &amp; Society</td>
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</tr>
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<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
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</tr>
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#### Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 230</td>
<td>4</td>
<td>MIC 310 (Gen Ed Minority Cultures)</td>
<td>3</td>
</tr>
<tr>
<td>CHM 104</td>
<td>5</td>
<td>MIC 410 (Gen Ed Minority Cultures)</td>
<td>2</td>
</tr>
<tr>
<td>Gen Ed Global Studies</td>
<td>3</td>
<td>CHM 301 (or 300/400 not MIC/BIO for SAH Core)</td>
<td>5</td>
</tr>
<tr>
<td>2nd MTH or CT 100</td>
<td>3</td>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.
### Microbiology Major: Business Concentration - Bachelor of Science (BS)

**Major requirements**

(All colleges, excluding teacher certification programs)

59 credits (86 total credits including requirements outside of BIO/MIC)

#### Biology core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
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Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 203</td>
<td>Organismal Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Animal Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 304</td>
<td>Plant Biology</td>
<td></td>
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<tr>
<td>BIO 306</td>
<td>Genetics</td>
<td></td>
</tr>
<tr>
<td>BIO 312</td>
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<td></td>
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<td>Cell Biology</td>
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<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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</thead>
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<td>MIC 230</td>
<td>Fundamentals of Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>MIC 310</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>MIC 350</td>
<td>Bacterial Diversity</td>
<td>3-4</td>
</tr>
<tr>
<td>or MIC 407</td>
<td>Pathogenic Bacteriology</td>
<td></td>
</tr>
<tr>
<td>MIC 410</td>
<td>Immunology Laboratory</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MIC 416</td>
<td>Microbial Genetics</td>
<td>5</td>
</tr>
<tr>
<td>MIC 425</td>
<td>Bacterial Physiology</td>
<td>5</td>
</tr>
<tr>
<td>MIC 461</td>
<td>Capstone in Microbiology</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Business core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 222</td>
<td>Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>FIN 355</td>
<td>Principles of Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 309</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>The Legal &amp; Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>MGT 308</td>
<td>Behavior and Theory in Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Microbiology/biology electives

Select at least three credits from List I, a maximum of two credits from List III. One course from List II strongly recommended. (see Electives list below)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 350</td>
<td>Bacterial Diversity</td>
<td>3</td>
</tr>
<tr>
<td>MIC 380</td>
<td>Food Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>MIC 407</td>
<td>Pathogenic Bacteriology</td>
<td>4</td>
</tr>
<tr>
<td>MIC 420</td>
<td>Introductory Virology</td>
<td>3</td>
</tr>
<tr>
<td>MIC 421</td>
<td>Virology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MIC 427</td>
<td>Industrial and Fermentation Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>MIC 428</td>
<td>Fermentation Microbiology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MIC 434</td>
<td>Aquatic Microbial Ecology</td>
<td>3</td>
</tr>
<tr>
<td>MIC 454</td>
<td>Mechanisms of Microbial Pathogenicity</td>
<td>2</td>
</tr>
<tr>
<td>MIC 460</td>
<td>Symposium Microbiology</td>
<td>1-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 442</td>
<td>Plant Microbe Interactions</td>
<td>3</td>
</tr>
</tbody>
</table>

The physics series PHY 103 Fundamental Physics I (4 cr.)/PHY 104 Fundamental Physics II (4 cr.) or PHY 203 General Physics I (4 cr.)/PHY 204 General Physics II (4 cr.) may be required for students pursuing graduate or professional degrees.

#### Electives

**List I**

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 350</td>
<td>Bacterial Diversity</td>
<td>3</td>
</tr>
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<tr>
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<td>Introductory Virology</td>
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</tr>
<tr>
<td>MIC 421</td>
<td>Virology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MIC 427</td>
<td>Industrial and Fermentation Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>MIC 428</td>
<td>Fermentation Microbiology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MIC 434</td>
<td>Aquatic Microbial Ecology</td>
<td>3</td>
</tr>
<tr>
<td>MIC 454</td>
<td>Mechanisms of Microbial Pathogenicity</td>
<td>2</td>
</tr>
<tr>
<td>MIC 460</td>
<td>Symposium Microbiology</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**List II**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 442</td>
<td>Plant Microbe Interactions</td>
<td>3</td>
</tr>
</tbody>
</table>

---

1. Or CHM 303, CHM 304, and CHM 305.
2. Or CHM 417 and CHM 418.
3. See SAH BS Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.
4. Or BIO 306, BIO 312, or BIO 315 in appropriate semester. Please consult with adviser.
Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 481)
- Baccalaureate degree requirements (p. 481)

College of Science and Health (SAH)

Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student's major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs* must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

* The list of exempted SAH programs is below.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general
education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Microbiology Major: Environmental Science Concentration - Bachelor of Science (BS)

#### Major requirements

(All colleges, excluding teacher certification programs)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>BIO 203</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 150 (Gen Ed Math)</td>
<td>4</td>
<td>CHM 103</td>
<td>5</td>
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</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>EDO 110 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>16</strong></td>
<td><strong>15</strong></td>
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<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 230</td>
<td>4</td>
<td>MIC 310</td>
<td>3</td>
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<tr>
<td>CHM 104</td>
<td>5</td>
<td>CHM 300</td>
<td>2</td>
<td></td>
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<tr>
<td>ECO 120 (Gen Ed Global Studies)</td>
<td>3</td>
<td>ACC 221</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2nd Mth or CT 100</td>
<td>3-4</td>
<td>PHY 125</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MIC 410</td>
<td>2</td>
<td>CHM 325</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MIC 350 or 407</td>
<td>3-4</td>
<td>MIC Elective (List I)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACC 222</td>
<td>3</td>
<td>BUS 205</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>Gen Ed Arts</td>
<td>2-3</td>
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<td><strong>Total Credits:</strong></td>
<td><strong>14</strong></td>
<td><strong>15</strong></td>
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<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 416</td>
<td>5</td>
<td>MIC 425</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MIC Elective (see list)</td>
<td>3</td>
<td>MIC 461</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MKT 309</td>
<td>3</td>
<td>SAH Core (300/400 level outside major) or minor</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
<td>FIN 355</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MIC Elective (see list)</td>
<td>1</td>
<td>MGT 308</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits: 120**

1. Or BIO 306, BIO 312, or BIO 315 in appropriate semester. Please consult with adviser.
2. Or CHM 303, CHM 304, or CHM 305.
3. Or CHM 417 and CHM 418.
4. ACC 221 and ACC 222 may be used to meet SAH BS Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core). 300/400 requirements for graduation may be impacted.
Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 325</td>
<td>Fundamental Biochemistry</td>
</tr>
<tr>
<td>CHM 417 &amp; CHM 418</td>
<td>Biochemistry I: Macromolecules and Biochemistry II: Metabolism and Genetic Information</td>
</tr>
</tbody>
</table>

Total Credits 75

The physics series PHY 103/PHY 104 or PHY 203/PHY 204 may be required for students pursuing graduate or professional degrees.

**Electives**

**List I**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 407</td>
<td>Pathogenic Bacteriology</td>
<td>4</td>
</tr>
<tr>
<td>MIC 420</td>
<td>Introductory Virology</td>
<td>3</td>
</tr>
<tr>
<td>MIC 421</td>
<td>Virology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MIC 427</td>
<td>Industrial and Fermentation Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>MIC 428</td>
<td>Fermentation Microbiology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>BIO 307</td>
<td>Ecology ¹</td>
<td>3</td>
</tr>
<tr>
<td>BIO 341</td>
<td>Limnology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 464</td>
<td>Stream and Watershed Ecology ¹</td>
<td>3</td>
</tr>
<tr>
<td>BIO 441</td>
<td>Environmental Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 447</td>
<td>Standard Methods\Quality Assurance Water Analyses</td>
<td>3</td>
</tr>
<tr>
<td>BIO 449</td>
<td>Advanced Microscopy and Biological Imaging</td>
<td>3</td>
</tr>
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</table>

**List IIA**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 479</td>
<td>Microbiology Laboratory Assistant (only one credit applies to List III)</td>
<td>1-2</td>
</tr>
<tr>
<td>MIC 489</td>
<td>Independent Study in Microbiology</td>
<td>1-2</td>
</tr>
<tr>
<td>MIC 499</td>
<td>Independent Research in Microbiology</td>
<td>1-2</td>
</tr>
</tbody>
</table>

¹ Only one course (3 credits) from BIO 307, BIO 341, and BIO 464 may be applied to elective requirements.

**Degree requirements**

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 483)
- Baccalaureate degree requirements (p. 483)

**College of Science and Health (SAH) Bachelor of Science core requirements**

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 09) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

**Note:** Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

**For the Bachelor of Science degree,** in addition to all other College of Science and Health core requirements, students from non-exempted programs ¹ must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i. 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii. 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

¹ The list of exempted SAH programs is below.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. ¹ At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA ¹ in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p.  ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.
1. Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

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Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

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General Education Program

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 105 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>Bio 203</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>CHM 103</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-oral)</td>
<td>3</td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>MTH 145 or 245</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 175 or 207 (Gen Ed Math)</td>
<td>4</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>16</td>
<td>16</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 230</td>
<td>4</td>
<td>MIC 350</td>
<td>3</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 434 (offered fall of even-number years) or MIC Elective (see list)</td>
<td>3</td>
<td>MIC Elective (List II)</td>
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</tr>
<tr>
<td>CHM 300</td>
<td>5</td>
<td>MIC Elective (List I)</td>
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</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
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<td>CHM 325</td>
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<td></td>
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<tr>
<td>University Elective</td>
<td>3</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>15</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MIC 416</td>
<td>5</td>
<td>MIC 461</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MIC 434 (offered fall of even-number years) or MIC Elective</td>
<td>3</td>
<td>SAH Core or Minor</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MIC elective (List I)</td>
<td>2-3</td>
<td>MIC 425</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>SAH Core or Minor</td>
<td>3</td>
<td>University Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>University Elective</td>
<td>1</td>
<td>University Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 120

1. Or CHM 303, CHM 304, or CHM 305.
2. Or CHM 417 and CHM 418.
3. See SAH BS Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Microbiology Minor

(All colleges, excluding teacher certification programs)

22 credits (35-37 total credits including prerequisites)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 230</td>
<td>Fundamentals of Microbiology</td>
</tr>
<tr>
<td>MIC 350</td>
<td>Bacterial Diversity</td>
</tr>
<tr>
<td>or MIC 407</td>
<td>Pathogenic Bacteriology</td>
</tr>
<tr>
<td>MIC 416</td>
<td>Microbial Genetics</td>
</tr>
<tr>
<td>or MIC 425</td>
<td>Bacterial Physiology</td>
</tr>
</tbody>
</table>

Select remaining credits from the following: 9-10

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MIC 310</td>
<td>Immunology</td>
</tr>
<tr>
<td>MIC 350</td>
<td>Bacterial Diversity</td>
</tr>
<tr>
<td>MIC 380</td>
<td>Food Microbiology</td>
</tr>
<tr>
<td>MIC 407</td>
<td>Pathogenic Bacteriology</td>
</tr>
<tr>
<td>MIC 410</td>
<td>Immunology Laboratory</td>
</tr>
<tr>
<td>MIC 416</td>
<td>Microbial Genetics</td>
</tr>
<tr>
<td>MIC 420</td>
<td>Introductory Virology</td>
</tr>
<tr>
<td>MIC 421</td>
<td>Virology Laboratory</td>
</tr>
</tbody>
</table>
Nuclear Medicine Technology admission policy

Those students admitted to the professional curriculum will be eligible for an internship upon successful completion of the on-campus course requirements and selection by a clinical affiliate. Acceptance into the professional program does not guarantee an internship at a hospital. The hospitals select students for internships. During the senior year, clinical internship students will register for (or be allowed to transfer in from Mayo's NMT program) a minimum of 34 semester credits in clinical courses and pay full tuition and fees. Upon successful completion of the internship and all other university requirements, students are awarded a Bachelor of Science degree with a major in nuclear medicine technology.

Hospital educational programs of nuclear medicine technology are accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRC-NMT). Graduates are eligible to take the examination for certification as a certified nuclear medicine technologist offered by the Nuclear Medicine Technology Certification Board (NMTCB) or as a nuclear medicine technologist offered by the American Registry of Radiologic Technologists (ARRT).

Nuclear medicine technology affiliated internship sites:

- Mayo Clinic, School of Health Sciences, Rochester, MN
- Froedtert Hospital, Milwaukee, WI
- Ministry St. Joseph’s Hospital, Marshfield, WI
- Aurora St. Luke’s Hospital, Milwaukee, WI

Nuclear Medicine Technology Major - Bachelor of Science (BS)

Major requirements

(College of Science and Health)

Nuclear Medicine Technology admission to internship and completion of degree policy

The universities sponsors up to 21 clinical interns each year. The size of the nuclear medicine technology program is limited by these internships. Students must make formal application to the program during the spring semester of either their sophomore or junior year (see adviser). Refer to the sample degree plan tab. A Nuclear Medicine Technology Professional Program Selection Committee composed of representatives from the university and the program’s clinical affiliates evaluates each application on the basis of the applicant's past academic performance (a minimum cumulative GPA of 2.50 is required for admission into the professional program), their references, their past work experience, and the results of a formal interview. Based on these factors, the applicants are ranked and accepted for entry into the professional program.

Microbiology Honors Program

The Microbiology Honors Program is designed to recognize outstanding academic performance and understanding of research in microbiology.

Program

Requirements for admission into the honors program are:

1. Junior Standing
2. Completion of the application for continuation in the major (completion of one semester math, three semesters of chemistry, and twelve credits in the major including MIC 230).
3. Provide a transcript demonstrating a 3.25 GPA in biology, chemistry and microbiology courses and a cumulative overall GPA of 3.25.
4. Recommendation by two faculty members from the department.

Requirements for earning a degree with honors in microbiology include:

1. Completion of all major requirements with a cumulative GPA in the major of 3.5 and a cumulative overall GPA of 3.25.
2. Completion of a minimum of two credits of MIC 499.
3. Presentation of results of MIC 499 research at a colloquium of faculty and students or at a professional meeting.

Students graduating with honors in microbiology will receive an honors certificate.

Nuclear Medicine Technology Program (NMT)

College of Science and Health
Health Professions Department
Program Director: Aileen Staffaroni
4046 Health Science Center, 608.785.6625
email: astaffaro@uwlax.edu

www.uwlax.edu/health-professions/nuclear-medicine-technology/

Nuclear medicine technology is a health professions specialty employing the use of radiopharmaceuticals for diagnostic and therapeutic purposes. Students majoring in this program are provided with a substantial educational foundation in the sciences and clinical applications in a hospital internship so that graduates may function as technologists. The pre-professional and professional program collectively requires six semesters on campus to earn a minimum of 66 credits including certain prescribed courses followed by a 12-month internship at an affiliated internship site.

Major

- Nuclear medicine technology - BS (p. 485)

Total Credits 35-37

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>or CHM 300</td>
<td>Survey of Organic Chemistry</td>
</tr>
<tr>
<td>or CHM 303</td>
<td>Organic Chemistry Theory I</td>
</tr>
<tr>
<td>Additional 13-15 credits required to meet course prerequisites:</td>
<td>13-15</td>
</tr>
<tr>
<td>CHM 300</td>
<td>Survey of Organic Chemistry</td>
</tr>
<tr>
<td>CHM 303</td>
<td>Organic Chemistry Theory I</td>
</tr>
</tbody>
</table>
• Northwestern Memorial Hospital, Chicago, IL

Nuclear Medicine Technology students who select to complete the required year-long clinical at the Mayo School of Health Sciences (MSHS) enroll at MSHS rather than at UW-La Crosse. The courses taken during the year-long clinical at MSHS meet UW-La Crosse NMT program requirements. The student must request an official transcript to be sent to UW-La Crosse from MSHS. Upon successful completion of the clinical and all other graduation requirements, the students are awarded the Bachelor of Science degree from UW-La Crosse. The Mayo School of Health Sciences (MSHS) grants a Certificate of Completion in Nuclear Medicine Technology.

Curriculum
100 credits, including internship

Pre-professional requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 312</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHM 301</td>
<td>Analytical Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MTH 150</td>
<td>College Algebra (or higher)</td>
<td>4</td>
</tr>
<tr>
<td>NMT 201</td>
<td>Introduction to Nuclear Medicine Technology</td>
<td>1</td>
</tr>
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</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHY 103</td>
<td>Fundamental Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 125</td>
<td>Physics for the Life Sciences</td>
<td>1-3</td>
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</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 100</td>
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<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
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</tr>
<tr>
<td>SOC 120</td>
<td>Social Problems</td>
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</tbody>
</table>

Professional core requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 333</td>
<td>Radiation Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHM 250</td>
<td>Introduction to Organic and Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHM 325</td>
<td>Fundamental Biochemistry</td>
<td>2</td>
</tr>
<tr>
<td>CHM 461</td>
<td>Nuclear Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>HP 250</td>
<td>Medical Terminology for Health Professions</td>
<td>1</td>
</tr>
<tr>
<td>HP 310</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NMT 314</td>
<td>Cross-Sectional Anatomy</td>
<td>2</td>
</tr>
<tr>
<td>NMT 395</td>
<td>Immunology for the Nuclear Medicine Technologist</td>
<td>1</td>
</tr>
<tr>
<td>NMT 398</td>
<td>Research Writing in Nuclear Medicine Technology</td>
<td>2</td>
</tr>
<tr>
<td>NMT 399</td>
<td>Applied Research Writing in Nuclear Medicine Technology</td>
<td>1</td>
</tr>
<tr>
<td>PHY 376</td>
<td>Introduction to Nuclear Science</td>
<td>3</td>
</tr>
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</table>

Recommended electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 306</td>
<td>Genetics</td>
<td>1</td>
</tr>
<tr>
<td>BIO 432</td>
<td>Biology of Cancer</td>
<td>1</td>
</tr>
<tr>
<td>CHM 300</td>
<td>Survey of Organic Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>CHM 325</td>
<td>Fundamental Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>CST 354</td>
<td>Health Communication</td>
<td>1</td>
</tr>
<tr>
<td>ECO 350</td>
<td>Health Economics</td>
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<tr>
<td>ESS 201</td>
<td>Safety, First Aid and CPR</td>
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</tr>
<tr>
<td>MIC 230</td>
<td>Fundamentals of Microbiology</td>
<td>1</td>
</tr>
</tbody>
</table>

Degree requirements

All students must complete the general education, college core (waived for nuclear medicine technology majors), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• Baccalaureate degree requirements (p. 486)
Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.\(^1\) At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA\(^1\) in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p.\(\_\_\_\_\) ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

---

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning.

Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Nuclear medicine technology sample plan

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 103 (Gen Ed Natural Lab Science)(^1)</td>
<td>5</td>
<td>BIO 105 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 151 or CT 100 (or Language (Gen Ed Math/Logical Systems))</td>
<td>3</td>
<td>PSY 100, SOC 110, or SOC 120 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>CHM 104</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
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<tr>
<td>Gen Ed-Arts</td>
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<tr>
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<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHM 301</td>
<td>5</td>
<td>CHM 250</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIO 312</td>
<td>4</td>
<td>BIO 313</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 145 (Gen Ed Math/Logical Systems)</td>
<td>4</td>
<td>PHY 125 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NMT 201</td>
<td>1</td>
<td>Gen Ed-Arts</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>December: apply for admission to NMT Program</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Total Credits: 17</td>
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<td></td>
<td>16</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMT 314</td>
<td>2</td>
<td>BIO 333</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHY 376</td>
<td>3</td>
<td>CHM 461</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HP 310</td>
<td>3</td>
<td>NMT 398</td>
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<td></td>
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<tr>
<td>NMT 395</td>
<td>1</td>
<td>NMT 399</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>HP 250</td>
<td>1</td>
<td>Gen Ed Global Studies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits: 13</td>
<td></td>
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<td>13</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Internship</td>
<td>17</td>
<td>Clinical Internship</td>
<td>17</td>
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</tr>
<tr>
<td>Total Credits: 124</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Requires completion of MTH 150 or math placement into MTH 151 or higher.
Nutrition Program (NUT)

College of Science and Health
Program Coordinator: Lisa Kobs
0201 Health Science Center, 608.785.6457
email: lkobs@uwla.edu

The nutrition minor serves a variety of College of Science and Health students, including those in pre-allied health, pre-medicine, exercise and sport science, and health education. Non-SAH majors in psychology, sociology, and business also may be interested in the nutrition minor.

The nutrition minor at UWL includes 18 credits of nutrition-related course work meant for students who may enter professions where an understanding of food and nutrition will be helpful and make them more competitive for employment or graduate school. For more information contact Lisa Kobs (lkobs@uwla.edu), Kris Greany (kgreany@uwla.edu) or Peg Maher (pmaher@uwla.edu). The nutrition faculty offices are located in the basement of the Health Science Center, suite 0016. Stop by and get some food for thought!

The minor does not provide enough nutrition coursework or the supervised practice (1200 hours) required to be eligible for the registered dietitian (RD) credential. For more information about accredited dietetics programs leading to the RD credential, please visit: www.eatright.org (http://www.eatright.org).

Minor

- Nutrition minor (p. 488)

Nutrition Minor

Minor requirements

18 credits (26 total credits including prerequisites)

<table>
<thead>
<tr>
<th>Required courses</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>NUT 200 Human Nutrition</td>
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</tr>
<tr>
<td>NUT 300 Lifecycle Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NUT 400 Food Science and Safety</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective credits</th>
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</thead>
<tbody>
<tr>
<td>Select at least nine credits from the following:</td>
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<tr>
<td>ANT 366 Anthropology of Food or ANT 370 Medical Anthropology</td>
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</tr>
<tr>
<td>BIO 330 Economic Botany</td>
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<tr>
<td>BIO 428 Advanced Nutrition for the Health Professions</td>
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<tr>
<td>CHM 250 Introduction to Organic and Biochemistry</td>
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</tr>
<tr>
<td>CHM 325 Fundamental Biochemistry or CHM 418 Biochemistry II: Metabolism and Genetic Information</td>
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</tr>
<tr>
<td>ESS 323 Nutrition and Sport</td>
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</tr>
<tr>
<td>ESS 440 Advanced Sport Nutrition</td>
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<tr>
<td>HED 474 Nutrition Education</td>
<td></td>
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<tr>
<td>MIC 380 Food Microbiology</td>
<td></td>
</tr>
<tr>
<td>NUT 350 Functional Foods, Herbs, and Supplements</td>
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<tr>
<td>NUT 450 Field Experience in Nutrition</td>
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<tr>
<td>NUT 479 Nutrition Teaching Assistantship</td>
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<tr>
<td>NUT 499 Nutrition Research</td>
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<tr>
<td>PHL 330 Philosophy of Food: The Dining Experience</td>
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</tr>
</tbody>
</table>

Total Credits 18

1 One credit can apply, not repeatable for credit in the minor.

Physics Department (PHY)

College of Science and Health
Department Chair: Eric Barnes, Ph.D.
2005 Cowley Hall, 608.785.8429
Email: ebarnes@uwla.edu
www.uwla.edu/physics

The Physics Department at UW-La Crosse is one of the largest undergraduate physics programs in Wisconsin and is well-known for offering quality education, placing its graduates in successful career paths, and attracting national recognition for its successful efforts.

The diverse nature of the physics program makes our graduates highly sought after in modern industries where physics and engineering are applied. In addition, many UW-La Crosse physics graduates are accepted into top graduate degree programs where they can pursue a master’s or doctoral degree in physics, engineering, chemistry, astrophysics, optical science, mathematics, medicine, or computer science.

In addition to our unique programs, the Physics Department also stands out in its emphasis on involving its physics majors in undergraduate research. This engages students to work closely with individual members of the faculty, providing hands-on learning opportunities which are very different from the traditional classroom experience. The involvement of students in research contributes to the sense of community that pervades the UW-La Crosse Physics Department.

Research projects are available in the following areas: astrophysics, biomechanics, computational physics, laser spectroscopy, quantum computing, material science, nuclear physics, solid-state physics, and physics education.

2016-17 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor

Eric Barnes, Ph.D.
T.A.K. Pillai, Ph.D.
Robert Ragan, Ph.D.
Shauna Sallmen, Ph.D.
Gubbi Sudhakaran, Ph.D.

Associate Professor

Eric Gansen, Ph.D.
Jennifer Docktor, Ph.D.
Taviare Hawkins, Ph.D.
Seth King, Ph.D.

Assistant Professor

Shelly Lesher, Ph.D.
Major requirements

(All colleges, excluding teacher certification programs)

38 credits (55 total credits including MTH)

Core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHY 103</td>
<td>Fundamental Physics I</td>
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<td>or PHY 203</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>PHY 104</td>
<td>Fundamental Physics II</td>
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<td>or PHY 204</td>
<td>General Physics II</td>
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<tr>
<td>PHY 250</td>
<td>Modern Physics</td>
<td>3</td>
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<tr>
<td>PHY 302</td>
<td>Optics</td>
<td>3</td>
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<tr>
<td>PHY 311</td>
<td>Experimental Physics</td>
<td>2</td>
</tr>
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<td>PHY 321</td>
<td>Classical Mechanics</td>
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<td>PHY 332</td>
<td>Electrodynamics</td>
<td>3</td>
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Electives

Numbered higher than PHY 250 or from any AST course 6

Required to meet course prerequisites

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
<td>5</td>
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<tr>
<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 309</td>
<td>Linear Algebra with Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MTH 310</td>
<td>Calculus III: Multivariable Calculus</td>
<td>4</td>
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</tbody>
</table>

Total Credits 55

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 489)
• Baccalaureate degree requirements (p. 490)

College of Science and Health (SAH)

Bachelor of Arts core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 210, BIO 304, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Arts degree, students must complete a major from the college and proficiency in a foreign language at the 202 level or an ESL proficiency score of 80 or above on the La Crosse Battery of exams for non-native speakers of English. Contact the "English as a Second Language Institute" for eligibility and regulations. Students must also complete one of the following options. It is recommended that courses are selected in consultation with your advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or

2. Complete an individualized option, consisting of 15 credits.
   a. These courses must be from the College of Liberal Studies/ School of Arts and Communication.
   b. At least 9 credits must be earned at the 300/400 level.
   c. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Credits</th>
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<tr>
<td>1</td>
<td>PHY 203 or 103 (Gen Ed Natural Lab Science) 4</td>
<td>PHY 204 or 104 4</td>
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<tr>
<td></td>
<td>PHY 497 1</td>
<td>PHY 497 1</td>
</tr>
<tr>
<td></td>
<td>MTH 207 (Gen Ed Math) 5</td>
<td>MTH 208 (Gen Ed Math) 4</td>
</tr>
<tr>
<td></td>
<td>ENG 110 or 112 (Gen Ed Literacy-Written) 3</td>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist) 3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Arts 2</td>
<td>CST 110 (Gen Ed Literacy-Oral) 3</td>
</tr>
<tr>
<td>Year 2</td>
<td>Fall Credits</td>
<td>Spring Credits</td>
</tr>
<tr>
<td></td>
<td>PHY 311 (Writing Emphasis) 2</td>
<td>MTH 309 4</td>
</tr>
<tr>
<td></td>
<td>PHY 302 3</td>
<td>PHY 250 3</td>
</tr>
<tr>
<td></td>
<td>MTH 310 4</td>
<td>PHY 334 3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Minority Cultures 3</td>
<td>Gen Ed Arts 2-3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Self &amp; Society 2</td>
<td>202 Level Language (SAH BA Core) 4</td>
</tr>
<tr>
<td>3</td>
<td>15 15</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Fall Credits</td>
<td>Spring Credits</td>
</tr>
<tr>
<td></td>
<td>PHY 321 3</td>
<td>PHY 332 3</td>
</tr>
<tr>
<td></td>
<td>SAH Core (300/400 CLS elec) or CLS Minor 3</td>
<td>PHY 343 3</td>
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<tr>
<td></td>
<td>Gen Ed Health &amp; Well-Being 3</td>
<td>Gen Ed Global Studies 3</td>
</tr>
<tr>
<td></td>
<td>University Elective 3</td>
<td>SAH Core (300/400 CLS elec) or CLS Minor 3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Natural Lab Science (not PHY/AST) 4</td>
<td>Gen Ed Hum-Lit 3</td>
</tr>
<tr>
<td>4</td>
<td>16 15</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>Fall Credits</td>
<td>Spring Credits</td>
</tr>
<tr>
<td></td>
<td>PHY 498 1</td>
<td>PHY 401 3</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>SAH Core (300/400 CLS elec) or CLS Minor 3</td>
<td>PHY 498 1-3</td>
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<tr>
<td></td>
<td>SAH Core or CLS Minor 3</td>
<td>SAH Core or CLS Minor 3</td>
</tr>
<tr>
<td></td>
<td>University Elective 1</td>
<td>University Elective 3</td>
</tr>
</tbody>
</table>

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses
University Elective 3  University Elective 3

14 14

Total Credits: 120

1 See SAH BA Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Physics Major - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

38 credits (55 total credits including MTH)

Core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 103</td>
<td>Fundamental Physics I</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 203</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 104</td>
<td>Fundamental Physics II</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 204</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHY 250</td>
<td>Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 302</td>
<td>Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 311</td>
<td>Experimental Physics</td>
<td>2</td>
</tr>
<tr>
<td>PHY 321</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 332</td>
<td>Electrodynamics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 334</td>
<td>Electrical Circuits</td>
<td>3</td>
</tr>
<tr>
<td>PHY 343</td>
<td>Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 401</td>
<td>Quantum Mechanics</td>
<td>3</td>
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<tr>
<td>PHY 491</td>
<td>Capstone in Physics</td>
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</table>

Electives

Numbered higher than PHY 250 or from any AST course 6

Required to meet course prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 309</td>
<td>Linear Algebra with Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MTH 310</td>
<td>Calculus III: Multivariable Calculus</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 55

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 491)
• Baccalaureate degree requirements (p. 491)

College of Science and Health (SAH) Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

1 The list of exempted SAH programs is below.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence.
December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csoldm?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>4 PHY 204 or 104</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 497</td>
<td>1 PHY 497</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>5 MTH 208 (Gen Ed Math)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy-Written)</td>
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<tbody>
<tr>
<td>PHY 302</td>
<td>3 PHY 250</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 311 (Writing Emphasis)</td>
<td>2 PHY 334</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 310</td>
<td>4 MTH 309</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Global Studies</td>
<td>3 Gen Ed Arts</td>
<td>2-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3 Gen Ed Self &amp; Society</td>
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<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
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<tbody>
<tr>
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<td>3 PHY 332</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAH Core (300/400 not PHY) or Minor</td>
<td>3 PHY 343</td>
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<td></td>
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</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3 Gen Ed Lab Science (not PHY/AST)</td>
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<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3 University Elective</td>
<td>3</td>
<td></td>
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<tr>
<td>SAH Core (300/400 not PHY)</td>
<td>3 University Elective</td>
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<table>
<thead>
<tr>
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<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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<tbody>
<tr>
<td>PHY 498</td>
<td>1-3 PHY 401</td>
<td>3</td>
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<td></td>
</tr>
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<td>PHY Elective</td>
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<td>SAH Core or Minor</td>
<td>3 PHY 498</td>
<td>1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3 SAH Core or Minor</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Elective</td>
<td>3 University Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Elective</td>
<td>3 University Elective</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 120

\[1\] See SAH BS Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Physics Major with Astronomy Emphasis - Bachelor of Arts (BA)

Major requirements

(All colleges, excluding teacher certification programs)

41 credits (58 total credits including MTH)

| PHY/AST 155 | Solar System Astronomy | 4 |
| PHY 160 | Stars, Galaxies and the Universe | 4 |
| PHY 362 | Astrophysics | 3 |
| PHY 363 | Astrophysics Laboratory | 1 |
| PHY 466 | Cosmology and the Structure of The Universe | 3 |
| PHY 103 | Fundamental Physics I | 4 |
| or PHY 203 | General Physics I | 4 |
| PHY 104 | Fundamental Physics II | 4 |
| or PHY 204 | General Physics II | 4 |
| PHY 250 | Modern Physics | 3 |
are selected in consultation with your advisor. Complete one of the following options. It is recommended that courses Language Institute for non-native speakers of English. Contact the " for eligibility and regulations. Students must also accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

### Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cprod/?cmd=login&languageCd=ENG) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

### General Education Program

#### Required to meet course prerequisites

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 309</td>
<td>Linear Algebra with Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MTH 310</td>
<td>Calculus III: Multivariable Calculus</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 58

\[1\] Excluding PHY 320, PHY 376, PHY 386, PHY 497. If PHY 498/AST 498 Physics and Astronomy Research (1-3 cr.) is chosen, the research must be astronomy related.

### Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must complete the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

#### Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 302</td>
<td>Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 311</td>
<td>Experimental Physics</td>
<td>2</td>
</tr>
<tr>
<td>PHY 321</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 332</td>
<td>Electrodynamics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 491</td>
<td>Capstone in Physics</td>
<td>1</td>
</tr>
</tbody>
</table>

Select three credits from physics/astronomy courses at the 300/400 level

#### Required to meet course prerequisites

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
<td>5</td>
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<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 309</td>
<td>Linear Algebra with Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MTH 310</td>
<td>Calculus III: Multivariable Calculus</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 58

\[1\] Excluding PHY 320, PHY 376, PHY 386, PHY 497. If PHY 498/AST 498 Physics and Astronomy Research (1-3 cr.) is chosen, the research must be astronomy related.

### Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 493)
- Baccalaureate degree requirements (p. 493)

#### College of Science and Health (SAH)

**Bachelor of Arts core requirements**

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 210, BIO 304, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

**Note:** Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Arts degree, students must complete a major from the college and proficiency in a foreign language at the 202 level or an ESL proficiency score of 80 or above on the La Crosse Battery of exams for non-native speakers of English. Contact the "English as a Second Language Institute" for eligibility and regulations. Students must also complete one of the following options. It is recommended that courses are selected in consultation with your advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or
2. Complete an individualized option, consisting of 15 credits.
   a. These courses must be from the College of Liberal Studies/School of Arts and Communication.
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 103 or 203 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>PHY 104 or 204</td>
<td>4</td>
</tr>
<tr>
<td>PHY 497</td>
<td>1</td>
<td>PHY 160 (Gen Ed Natural Lab Science)</td>
<td>4</td>
</tr>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>5</td>
<td>PHY 497</td>
<td>1</td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>MTH 208 (Gen Ed Math)</td>
<td>4</td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHY 155 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>PHY 250</td>
<td>3</td>
</tr>
<tr>
<td>PHY 302</td>
<td>3</td>
<td>PHY 311 (Writing Emphasis)</td>
<td>2</td>
</tr>
<tr>
<td>MTH 310</td>
<td>4</td>
<td>MTH 309</td>
<td>4</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>202-level Modern Language (SAH BA Core)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 321</td>
<td>3</td>
<td>PHY 332</td>
<td>3</td>
</tr>
<tr>
<td>PHY 363 (Writing Emphasis)</td>
<td>1</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td>Gen Ed Natural Lab Science (not PHV/AST)</td>
<td>4</td>
</tr>
<tr>
<td>SAH Core (300/400 CLS elec) or CLS minor</td>
<td>3</td>
<td>Gen Ed Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
<td>University Elective</td>
<td>2</td>
</tr>
<tr>
<td>University Elective</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 362</td>
<td>3</td>
<td>PHY 466</td>
<td>3</td>
</tr>
<tr>
<td>SAH Core (300/400 CLS elec) or CLS minor</td>
<td>3</td>
<td>PHY 491</td>
<td>1</td>
</tr>
<tr>
<td>SAH Core or CLS minor</td>
<td>3</td>
<td>AST Electives</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>SAH Core (300/400 CLS elec) or CLS minor</td>
<td>3</td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
<td>SAH Core or CLS minor</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 120**

1 See SAH BA Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

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### Physics Major with Astronomy Emphasis - Bachelor of Science (BS)

#### Major requirements

(All colleges, excluding teacher certification programs)

41 credits (58 total credits including MTH)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY/AST 155 Solar System Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>PHY 160 Stars, Galaxies and the Universe</td>
<td>4</td>
</tr>
<tr>
<td>PHY 362 Astrophysics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 363 Astrophysics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHY 466 Cosmology and the Structure of The Universe</td>
<td>3</td>
</tr>
<tr>
<td>PHY 103 Fundamental Physics I</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 203 General Physics I</td>
<td></td>
</tr>
<tr>
<td>PHY 104 Fundamental Physics II</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 204 General Physics II</td>
<td></td>
</tr>
<tr>
<td>PHY 250 Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 302 Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 311 Experimental Physics</td>
<td>2</td>
</tr>
<tr>
<td>PHY 321 Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 332 Electrodynamics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 491 Capstone in Physics</td>
<td>1</td>
</tr>
</tbody>
</table>
| Select three credits from physics/astronomy courses at the 300/400 level | 3

#### Required to meet course prerequisites

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MTH 207 Calculus I</td>
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<tr>
<td>MTH 208 Calculus II</td>
<td>4</td>
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<td>MTH 309 Linear Algebra with Differential Equations</td>
<td>4</td>
</tr>
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<td>MTH 310 Calculus III: Multivariable Calculus</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits: 58**

1 Excluding PHY 320, PHY 376, PHY 386, PHY 497. If PHY 498/AST 498 Physics and Astronomy Research (1-3 cr.) is chosen, the research must be astronomy related.
Degree requirements

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- General education (p. 59)
- College core (p. 495)
- Baccalaureate degree requirements (p. 495)

College of Science and Health (SAH)

Bachelor of Science core requirements

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Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

1 The list of exempted SAH programs is below.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the “Apply for Graduation” link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

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No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

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General Education Program

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.
This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

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<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 103 or 203 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>PHY 104 or 204</td>
<td>4</td>
</tr>
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<td>1</td>
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<td>4</td>
</tr>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>5</td>
<td>PHY 497</td>
<td>1</td>
</tr>
<tr>
<td>ENG 110 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>MTH 308 (Gen Ed Math)</td>
<td>4</td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
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</table>

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Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 155 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>PHY 250</td>
<td>3</td>
</tr>
<tr>
<td>PHY 302</td>
<td>3</td>
<td>PHY 311 (Writing Emphasis)</td>
<td>2</td>
</tr>
<tr>
<td>MTH 310</td>
<td>4</td>
<td>MTH 309</td>
<td>4</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td>Gen Ed Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>Gen Ed Hum-Lit</td>
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16 15

Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 321</td>
<td>3</td>
<td>PHY 332</td>
<td>3</td>
</tr>
<tr>
<td>PHY 363 (Writing Emphasis)</td>
<td>1</td>
<td>Gen Ed Self &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td>Gen Ed Lab Science (not PHY/AST)</td>
<td>4</td>
</tr>
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<td>SAH Core (300/400 not PHY) or minor</td>
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<tr>
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<td>3</td>
<td>University Elective</td>
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15 15

Year 4

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<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHY 362</td>
<td>3</td>
<td>PHY 466</td>
<td>3</td>
</tr>
<tr>
<td>SAH Core or minor</td>
<td>3</td>
<td>PHY 491</td>
<td>1</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>AST Electives</td>
<td>3</td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
<td>SAH Core or minor (not PHY) or minor</td>
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</tr>
<tr>
<td>University Elective</td>
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<td>University Elective</td>
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</table>

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Total Credits: 120

1 See SAH BS Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Physics Major with Biomedical Concentration - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

55 credits (78 total credits including MTH and CHM)

A minimum of 28 credits of physics courses including:

PHY 103 Fundamental Physics I 4
or PHY 203 General Physics I

PHY 104 Fundamental Physics II 4
or PHY 204 General Physics II

PHY 250 Modern Physics 3

PHY 302 Optics 3

PHY 311 Experimental Physics 2

PHY 334 Electrical Circuits 3

Select at least nine additional credits of electives in physics numbered higher than PHY 250

A minimum of 21 credits outside physics, including the following required courses:

MTH 145 Elementary Statistics 4
or MTH 245 Probability and Statistics

MTH 310 Calculus III: Multivariable Calculus 4

Select one of the following: 5-8

CHM 300 Survey of Organic Chemistry

CHM 303 Organic Chemistry Theory I
& CHM 304 and Organic Chemistry Theory II
& CHM 305 and Organic Chemistry Laboratory

BIO 312 Human Anatomy and Physiology I 4

BIO 313 Human Anatomy and Physiology II 4

Select additional electives in biology, chemistry, mathematics, and/or microbiology at the 300/400 level 3-6

Additional 23 credits required to meet course prerequisites:

MTH 207 Calculus I 5

MTH 208 Calculus II 4

BIO 105 General Biology 4

CHM 103 General Chemistry I 5

CHM 104 General Chemistry II 5

Total Credits 78

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 496)
• Baccalaureate degree requirements (p. 497)
College of Science and Health (SAH)  
Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs¹ must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

¹ The list of exempted SAH programs is below.

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Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.¹ At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA¹ in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intercession graduates should apply by May 1. May and summer graduates should apply by December 1.

¹ Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

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General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

* | Fall | Credits | Spring | Credits |
---|---|---|---|
PHY 203 or 103 | 4 | PHY 204 or 104 | 4 |
PHY 497 | 1 | PHY 497 | 1 |
MTH 207 (Gen Ed Math) | 5 | MTH 208 (Gen Ed math) | 4 |

---

University of Wisconsin-La Crosse

497
Physics Major with Business Concentration - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

55 credits (64 total credits including MTH)

A minimum of 28 credits in physics including the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 103</td>
<td>4</td>
</tr>
<tr>
<td>PHY 203</td>
<td>4</td>
</tr>
<tr>
<td>PHY 104</td>
<td>4</td>
</tr>
</tbody>
</table>

A minimum of 28 credits in physics including the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 204</td>
<td>3</td>
</tr>
<tr>
<td>PHY 250</td>
<td>3</td>
</tr>
<tr>
<td>PHY 302</td>
<td>3</td>
</tr>
<tr>
<td>PHY 311</td>
<td>2</td>
</tr>
<tr>
<td>PHY 334</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least nine additional credits of electives in physics numbered higher than PHY 250 or from any AST course

A minimum of 24 credits outside physics, including the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 110: Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120: Global Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ACC 221: Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 222: Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>FIN 355: Principles of Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 309: Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205: The Legal &amp; Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>MGT 308: Behavior and Theory in Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

Select additional electives in business at the 300/400 level

Additional nine credits required to meet course prerequisites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>5</td>
</tr>
<tr>
<td>MTH 208</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits: 64

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 498)
- Baccalaureate degree requirements (p. 499)

College of Science and Health (SAH) Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i. 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii. 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

The list of exempted SAH programs is below.

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

**No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.**

**Sample degree plan**

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course
descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student's program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 203 or 103</td>
<td>4</td>
<td>PHY 204 or 104</td>
</tr>
<tr>
<td>PHY 497</td>
<td>1</td>
<td>MTH 207 (Gen Ed Math)</td>
</tr>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>5</td>
<td>PHY 250</td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>ENG 207 or 208</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2</td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 302</td>
<td>3</td>
<td>PHY 250</td>
</tr>
<tr>
<td>PHY 311 (Writing Emphasis)</td>
<td>2</td>
<td>ACC 221</td>
</tr>
<tr>
<td>ECO 120 (Gen Ed Global Studies)</td>
<td>2</td>
<td>ACC 221</td>
</tr>
<tr>
<td>BUS 205</td>
<td>3</td>
<td>ACC 221</td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
<td>ACC 221</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 222</td>
<td>3</td>
<td>PHY 334 (Writing Emphasis)</td>
</tr>
<tr>
<td>PHY Elective 300/400 level</td>
<td>3</td>
<td>MCT 309</td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td>300/400-Level elective</td>
</tr>
<tr>
<td>300/400-Level Elective</td>
<td>3</td>
<td>Gen Ed Hum-Lit</td>
</tr>
</tbody>
</table>
Physics Major with Computational Physics Emphasis - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

41 credits (58 total credits including MTH and CS requirements)

Core

PHY 103  Fundamental Physics I  4
or PHY 203  General Physics I
PHY 104  Fundamental Physics II  4
or PHY 204  General Physics II
PHY 250  Modern Physics  3
PHY 311  Experimental Physics  2
PHY 374  Computational Physics  4
PHY 474  Advanced Computational Physics  4
PHY 491  Capstone in Physics  1
CS 220  Software Design II  4
PHY 498  Physics and Astronomy Research (at least one credit with a computational project)  1

Electives  14

Select from Physics courses at the 300/400 level, including up to an additional two credits of PHY 498 (computational). Electives may also include up to six credits from CS 270, CS 340, CS 351, MTH 371 and MTH 480.

Prerequisites

Additional credits required to meet course prerequisites  17

MTH 207  Calculus I
MTH 208  Calculus II
MTH 309  Linear Algebra with Differential Equations
CS 120  Software Design I

Total Credits  58

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

• General education (p. 59)
• College core (p. 500)
• Baccalaureate degree requirements (p. 500)

College of Science and Health (SAH)

Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

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For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs1 must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
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   a. At least 12 credits must be earned at the 300/400 level outside the major department.
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Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

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4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. )).

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See SAH BS Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Physics Major with Optics Emphasis - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

41 credits (58 total credits including MTH)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 103</td>
<td>Fundamental Physics I</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 203</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>PHY 104</td>
<td>Fundamental Physics II</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 204</td>
<td>General Physics II</td>
<td></td>
</tr>
<tr>
<td>PHY 250</td>
<td>Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 302</td>
<td>Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 311</td>
<td>Experimental Physics</td>
<td>2</td>
</tr>
<tr>
<td>PHY 321</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 332</td>
<td>Electrodynamics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 334</td>
<td>Electrical Circuits</td>
<td>3</td>
</tr>
<tr>
<td>PHY 343</td>
<td>Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 401</td>
<td>Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 476</td>
<td>Advanced Optics</td>
<td>4</td>
</tr>
<tr>
<td>PHY 491</td>
<td>Capstone in Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHY 498</td>
<td>Physics and Astronomy Research (with a project in optics)</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives in physics at the 300/400 level: Required to meet course prerequisites:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 309</td>
<td>Linear Algebra with Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MTH 310</td>
<td>Calculus III: Multivariable Calculus</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 58

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 502)
- Baccalaureate degree requirements (p. 502)

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B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

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For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

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Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

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2. Complete at least one ethnic studies (diversity) course.
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5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
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No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Credits</th>
<th>Fall</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 203 or 103</td>
<td>4</td>
<td>PHY 204 or 104</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHY 497</td>
<td>1</td>
<td>PHY 497</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>5</td>
<td>MTH 208 (Gen Ed Math)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENG 110 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Credits</th>
<th>Fall</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 302</td>
<td>3</td>
<td>PHY 250</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 120

1 See SAH BS Core Requirements (http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Physics Education Major (Early Adolescence-Adolescence Certification) - Bachelor of Science (BS)

Major requirements

Admission requirements for STEP Program (p. 534)

(Teacher certification program: early-adolescence-adolescence)

38 credits (51 total credits including MTH)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 103</td>
<td>Fundamental Physics I</td>
</tr>
<tr>
<td>PHY 203 or PHY 204</td>
<td>General Physics I or General Physics II</td>
</tr>
<tr>
<td>PHY 104</td>
<td>Fundamental Physics II</td>
</tr>
<tr>
<td>PHY 250</td>
<td>Modern Physics</td>
</tr>
<tr>
<td>PHY 302</td>
<td>Optics</td>
</tr>
<tr>
<td>PHY 311</td>
<td>Experimental Physics</td>
</tr>
</tbody>
</table>
must accomplish the following:

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must have access to the AR. All enrolled students have access to the AR. in the Student Information System (WINGS) Student Center. All enrolled students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

Prerequisites for PHY courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MTH 310</td>
<td>Calculus III: Multivariable Calculus</td>
</tr>
<tr>
<td>Total Credits</td>
<td>51</td>
</tr>
</tbody>
</table>

Teacher certification candidates must also complete GEO 200 Conservation of Global Environments (3 cr.) to fulfill statutory licensing requirements.

Additional teacher education requirements are listed in the STEP program core (p. 534).

Degree requirements

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 504)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UW-L as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UW-L is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/reg/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UW-L in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UW-L. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Two sample plans are provided. These are merely samples and should be discussed with your adviser to determine the best route for you.

Sample Plan 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 203 or 103</td>
<td>4 PHY 204 or 104</td>
<td>4</td>
</tr>
<tr>
<td>PHY 497</td>
<td>1 PHY 497</td>
<td>1</td>
</tr>
<tr>
<td>MTH 207</td>
<td>5 MTH 208 (Gen Ed Math)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Credits</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 203 or 103</td>
<td>4 PHY 204 or 104</td>
<td>4</td>
</tr>
<tr>
<td>PHY 497</td>
<td>1 PHY 497</td>
<td>1</td>
</tr>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>5 MTH 208 (Gen Ed math)</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Fall Credits</td>
<td>Spring Credits</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td>PHY 203 or 103</td>
<td>4</td>
<td>PHY 204 or 104</td>
</tr>
<tr>
<td>PHY 497</td>
<td>1</td>
<td>MTH 207 (Gen Ed Math)</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHY 302</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHY/AST Elective (sugg 498 or 453)</td>
<td>3-4</td>
<td>PHY 250</td>
</tr>
<tr>
<td>MTH 310</td>
<td>4</td>
<td>PHY 311</td>
</tr>
<tr>
<td>GEO 200 (Gen Ed Global Studies)</td>
<td>3</td>
<td>EDS 309</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>EDS 100 or 105 (Gen Ed Natural Lab Science)</td>
</tr>
<tr>
<td>PHY/AST Elective (sugg PHY 356)</td>
<td>2-4</td>
<td>PHY 334</td>
</tr>
<tr>
<td>PHY/AST Elective (sugg PHY 155)</td>
<td>2-4</td>
<td>PHY/AST Elective</td>
</tr>
<tr>
<td>EDS 319</td>
<td>2</td>
<td>EDS 351</td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td>PSY 370</td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>University Elective</td>
</tr>
<tr>
<td>PHY 321</td>
<td>3</td>
<td>EDS 494</td>
</tr>
<tr>
<td>SPE 401</td>
<td>3</td>
<td>EDS 492</td>
</tr>
<tr>
<td>HIS 101 or 102 (Gen Ed World Hist)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Pre-requisite for student teaching includes a GPA of 2.75 in each: combined cumulative, major, minor, and professional education sequence; and a passing score on the Praxis II content test. The basic skills test requirement prior to admission into the teacher education program.

---

Sample Plan 2

**Year 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Spring Credits</th>
<th>Year 2 Credits</th>
<th>Year 3 Credits</th>
<th>Year 4 Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>PHY 204 or 104</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 497</td>
<td>1</td>
<td>MTH 207 (Gen Ed Math)</td>
<td>5</td>
<td>MTH 208 (Gen Ed Math)</td>
<td>4</td>
</tr>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 302</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY/AST Elective (sugg 498 or 453)</td>
<td>3-4</td>
<td>PHY 250</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 310</td>
<td>4</td>
<td>PHY 311</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 200 (Gen Ed Global Studies)</td>
<td>3</td>
<td>EDS 309</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>EDS 100 or 105 (Gen Ed Natural Lab Science)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY/AST Elective (sugg PHY 356)</td>
<td>2-4</td>
<td>PHY 334</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY/AST Elective (sugg PHY 155)</td>
<td>2-4</td>
<td>PHY/AST Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 319</td>
<td>2</td>
<td>EDS 351</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td>PSY 370</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>University Elective</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 321</td>
<td>3</td>
<td>EDS 494</td>
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<td></td>
</tr>
<tr>
<td>SPE 401</td>
<td>3</td>
<td>EDS 492</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 101 or 102 (Gen Ed World Hist)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>10</td>
</tr>
</tbody>
</table>

Pre-requisite for student teaching includes a GPA of 2.75 in each: combined cumulative, major, minor, and professional education sequence; and a passing score on the Praxis II content test.
Dual Degree Program in Physics and Engineering

Major requirements

This is a special dual degree program which enables a student to receive both a Bachelor of Science degree (physics major) from UW-La Crosse and a Bachelor of Science degree (engineering major) from UW-Madison, UW-Milwaukee, UW-Platteville, the University of Minnesota Twin Cities, or Winona State University. The total length of time for both degrees is expected to be five years, with approximately three years at UW-La Crosse (dating from enrollment in MTH 207 Calculus I (5 cr.)) and approximately two years at the partner institution. At UW-La Crosse, students must complete a minimum of 85 credits, including the following:

General education requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy (recommended)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Global Macroeconomics (recommended)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 336</td>
<td>Women in the U.S. Economy (recommended)</td>
<td>3</td>
</tr>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 309</td>
<td>Linear Algebra with Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MTH 310</td>
<td>Calculus III: Multivariable Calculus</td>
<td>4</td>
</tr>
<tr>
<td>PHY 103</td>
<td>Fundamental Physics I</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 203</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>PHY 104</td>
<td>Fundamental Physics II</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 204</td>
<td>General Physics II</td>
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</tr>
<tr>
<td>PHY 250</td>
<td>Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 302</td>
<td>Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 311</td>
<td>Experimental Physics</td>
<td>2</td>
</tr>
</tbody>
</table>

Select additional courses, depending on the specific engineering discipline, from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 320</td>
<td>Statics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 321</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 332</td>
<td>Electrodynamics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 335</td>
<td>Electronics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 343</td>
<td>Thermodynamics</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional courses, such as the following, may be required depending on the specific engineering discipline — be sure to consult the physics department dual-degree adviser for details.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CS 120</td>
<td>Software Design I</td>
<td>4</td>
</tr>
<tr>
<td>MTH 245</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

MTH 353 Differential Equations 3

Students wishing a dual degree in chemical engineering and physics via this program must also complete CHM 301 Analytical Chemistry (5 cr.).

Students wishing a dual degree in biomedical engineering and physics via this program must complete a minimum of 85 credits at UW-La Crosse, including the following:

General education requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 110</td>
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<td>ECO 120</td>
<td>Global Macroeconomics (recommended)</td>
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<td>ECO 336</td>
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<td>CHM 103</td>
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<td>CHM 104</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 309</td>
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</tr>
<tr>
<td>or PHY 203</td>
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<td></td>
</tr>
<tr>
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<td>Fundamental Physics II</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 204</td>
<td>General Physics II</td>
<td></td>
</tr>
<tr>
<td>PHY 250</td>
<td>Modern Physics</td>
<td>3</td>
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<tr>
<td>PHY 302</td>
<td>Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 311</td>
<td>Experimental Physics</td>
<td>2</td>
</tr>
</tbody>
</table>

Additional specified courses in biology, chemistry, microbiology, mathematics and physics

Students who express interest in the dual degree program will be selected for entrance into the UW-Madison, UW-Milwaukee, UW-Platteville, University of Minnesota Twin Cities, or Winona State University portion of the program based on their GPA in all course work; their GPA in the chemistry, computer science, mathematics, and physics course work required by the program; and the positive recommendation of the UW-La Crosse physics department chair (or designee).

In order to receive the B.S. degree from UW-La Crosse, dual-degree students also must complete the remaining 35 credits (to total a minimum of 120 credits) in engineering at the partner institution and transfer these credits to UW-La Crosse. For the typical student, the remaining 35 credits must include at least 15 credits at the 300 level or above and at least 13 credits from the engineering college or institute. This transfer of credits and awarding of the B.S. degree by UW-La Crosse can take place as soon as the student earns the necessary credits.

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core (p. 506)
- Baccalaureate degree requirements (p. 507)
College of Science and Health (SAH) Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits
   a. At least 12 credits must be earned at the 300/400 level outside the major department.
   b. The remaining six credits should come from
      i 100 level or higher courses outside the major (General education courses may apply provided they are not being used to fulfill minimum general education requirements.); or
      ii 300/400 level courses inside major not being used to fulfill major requirements.
   c. Internship credits may not count toward the individualized option.

The list of exempted SAH programs is below.

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intercession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cslp/?cmd=login&languageCd=ENG&) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 203</td>
<td>4</td>
<td>PHY 204</td>
<td>4</td>
</tr>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>5</td>
<td>MTH 208 (Gen Ed Math)</td>
<td>4</td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>HHS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
</tr>
</tbody>
</table>
and the following:

Therefore, the undergraduate portion of the program would include a

requirements, physical therapy prerequisite course work, and many of

three years, students will complete general education and college core

La Crosse. The total length of time for both degrees is expected to

concentration) and a graduate degree (physical therapy) from UW-

This is a dual degree program which enables a student to receive

both a Bachelor of Science degree (physics major with biomedical

concentration) and a graduate degree (physical therapy) from UW-

program at UW-Milwaukee, Madison, Platteville, or UM-Twin Cities. Credits

completed in the Engineering Program transfer back to UWL to complete requirements for the UWL degree.

Weights

Total Credits: 90

Dual Degree Program in Physics and Physical Therapy

Major requirements

This is a dual degree program which enables a student to receive both a Bachelor of Science degree (physics major with biomedical concentration) and a graduate degree (physical therapy) from UW-La Crosse. The total length of time for both degrees is expected to be six, with approximately three years in the physics program and approximately three in the physical therapy program. During the first three years, students will complete general education and college core requirements, physical therapy prerequisite course work, and many of the requirements for the physics major with biomedical concentration. Therefore, the undergraduate portion of the program would include a minimum of 85 credits, including the general education requirements and the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 312</td>
<td>Human Anatomy and Physiology I</td>
<td>8</td>
</tr>
<tr>
<td>&amp; BIO 313</td>
<td>and Human Anatomy and Physiology II</td>
<td></td>
</tr>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>PHY 204</td>
<td>General Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHY 250</td>
<td>Modern Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHY 302</td>
<td>Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 311</td>
<td>Experimental Physics</td>
<td>2</td>
</tr>
<tr>
<td>PHY 334</td>
<td>Electrical Circuits</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three credits each of psychology and sociology

Additional course work taken in the physical therapy program may count toward electives needed for the undergraduate physics degree. Be sure to consult the physics department dual degree adviser for details regarding this program.

Degree requirements

All students must complete the general education, college core, major/ minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- College core for B.S. (p. 508)
- College core for B.A. (p. 509)
- Baccalaureate degree requirements (p. 509)
- Doctor of Physical Therapy requirements (http://catalog.uwlax.edu/graduate/programrequirements/physicaltherapy/dpt)

SAH Bachelor of Science Core

College of Science and Health (SAH)

Bachelor of Science core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 304, BIO 210, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e. 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Science degree, in addition to all other College of Science and Health core requirements, students from non-exempted programs must complete one of the following options. It is recommended that courses are selected in consultation with students’ academic advisor.

1. Complete a second major; or
2. Complete a minor outside the major; or
3. Complete an individualized option, consisting of 18 credits

Weights

Total Credits: 90
Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.

2. Complete at least one ethnic studies (diversity) course.

3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.

5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)

7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

SAH Bachelor of Arts Core

College of Science and Health (SAH) Bachelor of Arts core requirements

B.S. and B.A. students graduating from the College of Science and Health are required to take two natural laboratory science courses selected from the general education laboratory science category (GE 05) and/or from BIO 203, BIO 210, BIO 304, CHM 104, ESC 221, ESC 222, PHY 104 or PHY 204, and they either must take two mathematics courses or one math course and one computer science course from the math/logical systems category of the general education requirements (GE 02). One of the two science courses must be from a department outside of the student’s major department.

Note: Math courses can be pairs, i.e., 150 and 151; MTH/CS majors can use two science courses from same department.

For the Bachelor of Arts degree, students must complete a major from the college and proficiency in a foreign language at the 202 level or an ESL proficiency score of 80 or above on the La Crosse Battery of exams for non-native speakers of English. Contact the "English as a Second Language Institute" for eligibility and regulations. Students must also complete one of the following options. It is recommended that courses are selected in consultation with your advisor.

1. Complete a minor in the College of Liberal Studies/School of Arts and Communication; or
2. Complete an individualized option, consisting of 15 credits.
   a. These courses must be from the College of Liberal Studies/School of Arts and Communication.
   b. At least 9 credits must be earned at the 300/400 level.
   c. General education courses may apply provided they are not being used to fulfill minimum general education requirements.
   d. Internship credits may not count toward the individualized option.

UWL undergraduate degree requirements

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
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</thead>
<tbody>
<tr>
<td>PHY 103 or 203</td>
<td>4</td>
<td>PHY 104 or 204</td>
</tr>
<tr>
<td>PHY 497</td>
<td>1</td>
<td>PHY 497</td>
</tr>
<tr>
<td>MTH 207 (Gen Ed Math)</td>
<td>5</td>
<td>MTH 208 (Gen Ed Math)</td>
</tr>
<tr>
<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
<td>3</td>
<td>BIO 105 (Gen Ed Natural Lab Science)</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td>15</td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 302</td>
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<td>PHY 250</td>
</tr>
<tr>
<td>PHY 311</td>
<td>2</td>
<td>CHM 104</td>
</tr>
<tr>
<td>MTH 310</td>
<td>4</td>
<td>PSY 100 (Gen Ed Self &amp; Society)</td>
</tr>
<tr>
<td>CHM 103 (Gen Ed Natural Lab Science)</td>
<td>5</td>
<td>Gen Ed Global Studies</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td>14</td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 300/400 Elective</td>
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<td>PHY 334</td>
</tr>
<tr>
<td>BIO 312</td>
<td>4</td>
<td>BIO 313</td>
</tr>
<tr>
<td>MTH 145 (Gen Ed Math)</td>
<td>4</td>
<td>SOC 225 (Gen Ed Minority Cultures)</td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
</tr>
<tr>
<td>Gen Ed Health &amp; Well-Being</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td>14</td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**General Science Education (Broad Field) Major (Early Adolescence-Adolescence Cert) - 2nd Major Only**

**Major requirements**

Admission requirements for STEP Program (p. 534)

(Teacher certification programs: early adolescence-adolescence)

66-70 credits

Second major only. First major must be biology education, chemistry education, or physics education.

1. STEP teacher education candidates are required to complete a 36-40 credit major in biology education, chemistry education, or physics education
2. 14 credits in one science area outside of the science major selected from biology, chemistry, earth science, or physics
3. Eight credits in each of the two remaining science areas selected from biology, chemistry, earth science, or physics
4. One mathematics course beyond minimum general education math requirement

**Note:** The completion of one certifiable minor is highly recommended instead of the completion of the 14 credit requirement.

Additional teacher education requirements are listed in the STEP Program core (p. 534).

**Degree requirements**

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 510)

**Baccalaureate degree requirements**

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.
No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Physics Minor

(All colleges, excluding teacher certification programs)

24 credits (33 total credits including MTH)

Core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 103</td>
<td>Fundamental Physics I</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 203</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>PHY 104</td>
<td>Fundamental Physics II</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 204</td>
<td>General Physics II</td>
<td></td>
</tr>
<tr>
<td>PHY 250</td>
<td>Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 311</td>
<td>Experimental Physics</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives numbered higher than PHY 250 or from any AST course 11

Required to meet course prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 33

Physics Minor with Astronomy Emphasis

(All colleges, excluding teacher certification programs)

23 credits (32 total credits including MTH)

Core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 155</td>
<td>Solar System Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>AST 160</td>
<td>Stars, Galaxies and the Universe</td>
<td>4</td>
</tr>
<tr>
<td>AST 363</td>
<td>Astrophysics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHY 103</td>
<td>Fundamental Physics I</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 203</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>PHY 104</td>
<td>Fundamental Physics II</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 204</td>
<td>General Physics II</td>
<td></td>
</tr>
<tr>
<td>PHY 250</td>
<td>Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 302</td>
<td>Optics</td>
<td>3</td>
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Required to meet course prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 32

Physics Education Minor

(Teacher certification programs)

22 credits (31 total credits including MTH)

Core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 103</td>
<td>Fundamental Physics I</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 203</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>PHY 104</td>
<td>Fundamental Physics II</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 204</td>
<td>General Physics II</td>
<td></td>
</tr>
<tr>
<td>PHY 250</td>
<td>Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 302</td>
<td>Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 311</td>
<td>Experimental Physics</td>
<td>2</td>
</tr>
</tbody>
</table>

Select six additional elective credits from the following: 6

Required to meet course prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY/AST 155</td>
<td>Solar System Astronomy</td>
<td></td>
</tr>
<tr>
<td>PHY/AST 160</td>
<td>Stars, Galaxies and the Universe</td>
<td></td>
</tr>
<tr>
<td>PHY 497</td>
<td>Physics and Astronomy Seminar</td>
<td></td>
</tr>
<tr>
<td>PHY 498</td>
<td>Physics and Astronomy Research</td>
<td></td>
</tr>
</tbody>
</table>

Courses numbered 300 and above excluding PHY 469

Required to meet course prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 207</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 31

Teacher certification candidates must also complete GEO 200 Conservation of Global Environments (3 cr.); in addition, early adolescence-adolescence candidates must also complete PHY 469 Teaching and Learning Science in the Secondary School (4 cr.) unless a major in biology education or chemistry education is completed. Both courses fulfill statutory licensing requirements.

Physics and Astronomy Honors Program

Program

1. Admission
   a. Junior standing
   b. 15 credits in physics or astronomy including one 300 level course
   c. 3.25 cumulative grade point average in physics/astronomy courses and a 3.00 cumulative grade point average overall
   d. Students must submit an application to the department chair that should include
      i The student’s academic transcript
      ii The student’s reasons for wishing to participate
      iii The signatures of two faculty members in physics endorsing the application

2. Program
   a. Completion of a major program in physics (which may also include an emphasis or concentration)
   b. PHY 497 Physics and Astronomy Seminar (1 cr.)
   c. PHY 498 Physics and Astronomy Research (1-3 cr.), three credits

3. Evaluation
   a. A cumulative 3.50 grade point average in physics at the time of graduation and a 3.00 cumulative grade point average overall
   b. Distinguished performance on a project in a relevant research area developed in PHY 498
   c. Presentation of the project developed in PHY 498 to a seminar of faculty and students

4. Recognition
   a. Honors certificate

Radiation Therapy Program (RT)

College of Science and Health
Department of Health Professions
Program Director: Melissa Weege
4031 Health Science Center, 608.785.8470
Email: rtprogram@uw lax.edu
www.uwl.edu/health-professions/radiation-therapy

Radiation therapists are health care professionals skilled in the art and science of medical radiation treatment delivery. The majority of patients receiving radiation therapy have cancer. Along with surgery and chemotherapy, radiation therapy offers these patients the best chance to succeed in the fight against their disease. The major focus areas of the profession are the care and assessment of patients, simulation, planning and delivery of treatments utilizing linear accelerator produced radiation and radio-isotopes. Aims of care include cure, relief of symptoms, and improvement of patients' quality of life. High technology equipment and innovative treatment methods are utilized to maximize treatment effectiveness. Radiation therapists must have excellent technical skills, but must also be empathetic and effective communicators. Much satisfaction is gained from close patient interaction and the specialty's team approach with radiation oncologists, physicists, nurses and other medical specialists. Radiation therapy is "technology with a human touch."

The major in radiation therapy provides students with an educational foundation in the sciences and humanities as well as clinical experience in a radiation therapy department. The curriculum requires six semesters on campus in pre-professional and professional core courses prior to the senior clinical internship. The clinical internship begins in July of the senior year, extends for 13 months, and is spent at an affiliated clinical internship site. When students have met all requirements of the major and the university, they are eligible for graduation and to apply to take the national certification exam.

UWL, in cooperation with its clinical internship sites, currently provides the only training and baccalaureate degree program in radiation therapy in the State of Wisconsin. The radiation therapy program at UWL is designed to offer a high quality radiation therapy curriculum rich in academic and clinical experiences. During the clinical internship, students will work directly with registered radiation therapists in direct patient care in busy and highly regarded radiation oncology departments. The program also seeks to foster, in its students, the professional development, problem solving and leadership skills needed for current and future health care environments.

Program mission
The mission of the radiation therapy program at UWL is to educate and train radiation therapists who are knowledgeable, technically competent and dedicated to their profession and their patients, while meeting the educational and personal needs of its students by emphasizing excellence in education and offering a broad based curriculum in liberal studies, professional courses and clinical internship. This program additionally seeks to promote research and provide a base for further professional development of graduates.

General education writing emphasis
This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

Major
- Radiation therapy major - BS (p. 512)
Radiation therapy affiliated clinical internship sites:
- University of Wisconsin Hospital, Madison, WI
- Froedtert Memorial Lutheran Hospital, Milwaukee, WI
- Gundersen Health System, La Crosse, WI
- Advocate Lutheran Hospital, Park Ridge, IL
- Columbia St. Mary’s Hospital, Milwaukee, WI

Curriculum
(117 total credits including internship)

Retention of good standing in the program requires that students maintain a grade of "C" or higher in all required courses, as well as a semester and cumulative grade point average of 2.75 on a 4.0 scale.

Pre-professional requirements

BIO 105 General Biology 1 4
BIO 312 Human Anatomy and Physiology I 4
BIO 313 Human Anatomy and Physiology II 4
CHM 103 General Chemistry I 1 5
CHM 104 General Chemistry II 5
MTH 145 Elementary Statistics 1 4
MTH 151 Precalculus 2 4
Select one of the following: 3-4
CS 101 Introduction to Computing 1
CT 100 Introduction to Computational Thinking 1
Select one of the following: 4-8
PHY 125 Physics for the Life Sciences 1
PHY 103 Fundamental Physics I
& PHY 104 and Fundamental Physics II 1
Select one of the following: 3
PSY 100 General Psychology 1
SOC 110 Introduction to Sociology 1
SOC 120 Social Problems 1
Select one of the following: 3
ECO 110 Microeconomics and Public Policy 1
ECO 120 Global Macroeconomics 1

Total Credits 43-48

Professional core requirements:

BIO 306 Genetics 4
BIO 333 Radiation Biology 3
BIO 432 Biology of Cancer 2
HP 250 Medical Terminology for Health Professions 1
PHY 386 Radiation Physics 3
RT 310 Pathophysiology 3
RT 325 Radiation Therapy Readings, Writing, and Research 3
RT 330 Professional Issues in Radiation Therapy 2
RT 350 Patient Care Issues 3
RT 370 Health Care Systems and Human Resources in Radiation Therapy 2
RT 390 Medical Imaging 3
RT 400 Clinical Internship Seminar 1

Total Credits 30

Clinical internship requirements:

RT 401 Introduction to Radiation Therapy 3
RT 411 Principles and Practice of Radiation Therapy I 4
RT 412 Principles and Practice of Radiation Therapy II 4
RT 421 Cross Sectional, Topographic & Radiographic Anatomy 3
RT 431 Radiation Therapy Physics 3
RT 435 Dosimetry and Treatment Planning 3
RT 437 Quality Management in Radiation Therapy 2
RT 471 Clinical Practicum I 3
RT 472 Clinical Practicum II 6
RT 473 Clinical Practicum III 6
RT 474 Clinical Practicum IV 4
RT 481 Seminar in Radiation Therapy 3

Total Credits 44

Recommended electives:

HP 106 Introduction to Health Related Careers
PSY 212 Lifespan Development
PSY 334 Health Psychology
PSY 343 Group Dynamics
PSY 347 Empathic Listening Skills
SOC 420 Health Care and Illness
SOC 422 Death, Grief, and Bereavement
RT 499 Independent Study in Radiation Therapy

1 This course will also fulfill general education requirements.
2 Students whose math placement exam places them in MTH 207 are not required to take MTH 151, but are required to take MTH 145.

Degree requirements

All students must complete the general education, college core (waived for radiation therapy majors), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 513)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. 1 At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA 1 in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should consult with their advisor and/or the assistant to their faculty advisor(s) and college dean's office to ensure declaration of their program of study. Gen Ed courses may be rearranged to fit the needs or recommendations of the student's program of study. Gen Ed courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

General Education Program
The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
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</tr>
<tr>
<td>MTH 151 (Gen Ed Math)</td>
<td>4 BIO 106 (Gen Ed Natural Lab Science)</td>
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<td>CST 110 (Gen Ed Literacy-Oral)</td>
<td>3 ENG 110 or 112 (Gen Ed Literacy-Written)</td>
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<tr>
<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
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### Year 2

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<td>4 BIO 313</td>
<td>4 PHY 125 (Gen Ed Natural Lab Science)</td>
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<tr>
<td>CT 100 (Gen Ed Math/Logical Systems)</td>
<td>3 Gen Ed Hum-Lit</td>
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<tr>
<td>PSY 100, SOC 110, or SOC 120 (Gen Ed Self &amp; Society)</td>
<td>3 Gen Ed Arts</td>
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<tr>
<td>Gen Ed Minority Cultures</td>
<td>3 Gen Ed Health &amp; Well-Being</td>
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### Year 3

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<td>PHY 386</td>
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<td>HP 250</td>
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### Year 4

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<td>3 RT 435</td>
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<tr>
<td>RT 431</td>
<td>3 RT 437</td>
</tr>
<tr>
<td>RT 472</td>
<td>6 RT 473</td>
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</tbody>
</table>

Total Credits: 139

Recreation Management and Therapeutic Recreation Department (REC/RTH)

College of Science and Health
Department Chair: Gretchen Newhouse
2047 Health Science Center; 608.785.8209
Email: gnewhouse@uwlax.edu

www.uwlax.edu/rec-management-and-therapeutic-rec

Recreation Management Program (REC)

The Recreation Management Program at UW-La Crosse is the only nationally accredited recreation management program in the University of Wisconsin System. The mission of the program is to train students in the skills of the recreation profession and instill an appreciation of the vital role of leisure in people’s lives. An experiential approach to our teaching makes students uniquely competitive in the recreation job market and provides an excellent transition into the recreation profession.

The program serves students interested in a wide range of professional recreation careers. Four emphasis areas (tourism, community-based recreation, outdoor recreation, and generalist) provide the opportunity to create a personalized program of study. Graduates of the recreation management program find employment in government agencies,
YMCA, Boys and Girls Clubs, camps, environmental education, military bases, tourism enterprises including resorts, and other for-profit recreation organizations ranging from retail operations to direct service providers.

Therapeutic Recreation Program (RTH)
The Therapeutic Recreation Program at UW-La Crosse prepares majors eligible to become Certified Therapeutic Recreation Specialists (CTRS) who improve functioning, facilitate leisure education, and promote inclusive recreation participation for people of all abilities and their families and caregivers. We advocate a strengths-approach to helping people reach dreams and goals for healthy functioning, well-being, and satisfying leisure. This health and human service profession is designated as "recreational therapy" in the Bureau of Labor Statistics Occupational Outlook Handbook.

Students learn to assess, plan, implement, evaluate, and document therapeutic recreation programs using recreation interventions such as physical activity, expressive arts, horticulture, games, music, animal-assisted therapy, nature-based activities, adventure, stress management, and play. These goal-directed programs help vulnerable individuals and groups with disabling conditions, and acute and chronic health conditions to learn, adapt, and grow through engaging in meaningful recreation and leisure pursuits.

Recreation programs transfer policy
Students transferring into recreation programs must have a cumulative GPA of 2.50 or higher at the time of transfer.

General education writing emphasis
This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

2016-17 Faculty/Staff
The following is the department's faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor
Jearold Holland, Ph.D.

Associate Professor
Gretchen Newhouse, Ph.D., Department Chair
Nancy Richeson, Ph.D.

Assistant Professor
Kate Evans, Ph.D.
Laurie Harmon, Ph.D.
Kari Kensinger, Ph.D.
Brian Kumm-Schaley, Ph.D.
Daniel Plunkett, Ph.D.

Senior Lecturer
Daniel Widuch, M.S.

Lecturer
Lisa Savarese, M.S.

Associate Lecturer
Tara Delong, M.S.

Administrative Support
Janet Craig, Department Associate
Maureen Nelson

Majors
- Recreation management major: community-based recreation emphasis - BS (p. 515)
- Recreation management major: generalist emphasis - BS (p. 517)
- Recreation management major: outdoor recreation emphasis - BS (p. 519)
- Recreation management major: tourism emphasis - BS (p. 521)
- Therapeutic recreation major - BS (p. 523)

Minors
- Recreation management minor (p. 525)
- Recreation management minor for therapeutic recreation majors (p. 525)
- Inclusive recreation minor (p. 526)

Recreation Management Major: Community-Based Recreation Emphasis - Bachelor of Science (BS)
The community recreation emphasis prepares students for professional roles in programming and management in a wide variety of recreation related fields in the public and non-profit sectors such as municipal parks and recreation departments, state agencies, youth serving agencies, religious-affiliated agencies, social service agencies, and campus recreation. Community recreation students will choose from courses in programming, budgeting, youth development, management, aquatics, and facility management.

Potential careers:
- Camp Administrator
- Community Recreation Supervisor
- Fitness & Aquatics Director
- Golf Course Manager
- Recreation/Sport Facility Manager
- Military Recreation Programmer
Major requirements

(College of Science and Health)

55 credits (71 total credits including interdisciplinary requirements)

Program Requirements
Core requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>REC 150</td>
<td>Foundations of Recreation</td>
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<tr>
<td>REC 151</td>
<td>Introduction to Recreation Management</td>
<td>1</td>
</tr>
<tr>
<td>REC 301</td>
<td>Leadership and Programming in Recreation</td>
<td>3</td>
</tr>
<tr>
<td>REC 306</td>
<td>Environmental Ethics, Outdoor Recreation</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>REC 315</td>
<td>Contemplative Leisure</td>
<td>3</td>
</tr>
<tr>
<td>REC 325</td>
<td>Leisure in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>REC 340</td>
<td>Evaluation Methods and Practices</td>
<td>3</td>
</tr>
<tr>
<td>REC 351</td>
<td>Civic Engagement in the Recreation Profession</td>
<td>3</td>
</tr>
<tr>
<td>REC 390</td>
<td>Principles of Management in Recreation</td>
<td>3</td>
</tr>
<tr>
<td>REC 400</td>
<td>Planning for Park and Recreation Facilities</td>
<td>3</td>
</tr>
<tr>
<td>REC 402</td>
<td>Risk Management in Leisure Service</td>
<td>3</td>
</tr>
<tr>
<td>REC 449</td>
<td>Internship/Professional Preparation</td>
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<tr>
<td>REC 450</td>
<td>Internship</td>
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Interdisciplinary requirements

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<tr>
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<tr>
<td>ACC 221</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
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<tr>
<td>ENG 307</td>
<td>Writing for Management, Public Relations and the Professions</td>
<td>3</td>
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<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
<td>4</td>
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<tr>
<td>MKT 309</td>
<td>Principles of Marketing</td>
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</table>

Total Credits 60

Community-Based Recreation Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>REC 404</td>
<td>Budgeting in the Recreation Enterprise</td>
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</table>

Three additional courses from the following: 8-9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>REC 215</td>
<td>Introduction to Community Recreation</td>
<td></td>
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<tr>
<td>REC 304</td>
<td>Maintenance of Recreation Facilities</td>
<td></td>
</tr>
<tr>
<td>REC 305</td>
<td>Operation and Management of Swimming Pools and Spas</td>
<td></td>
</tr>
<tr>
<td>REC 310</td>
<td>Youth Development in the Recreation Profession</td>
<td>3</td>
</tr>
<tr>
<td>REC 415</td>
<td>Camp Administration</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 11-12

Other Requirements

1. Students must have a minimum GPA of 2.50 or greater to enter the program.
2. Prior to enrollment in REC 449 Internship/Professional Preparation (1 cr.), majors must complete two 50-hour professional experiences. These are non-class field experiences at recreation management agencies.
3. Before enrolling in REC 450, all required REC courses must be completed with a grade of "C" or better, and the student must have a cumulative UWL GPA of at least 2.50.
4. In order to graduate, students must have a "C" or better in REC 450.
5. Students may only complete one emphasis area. Declare the major with emphasis choice in the College of Science and Health Academic Services Office, 205 Graff Main Hall.

Degree requirements

All students must complete the general education, college core (waived for recreation management majors), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 516)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

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Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.
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**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

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**Year 1**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
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<td>ENG 110 (Gen Ed Literacy-Written)</td>
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<tr>
<td>Gen Ed Minority Cultures</td>
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<td>MTH 145 (Gen Ed Math)</td>
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<td>Gen Ed Arts</td>
<td>3</td>
<td>ECO 110 (Gen Ed Self &amp; Society)</td>
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<td>Gen Ed Health &amp; Well-Being</td>
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<td>Gen Ed World Hist</td>
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**Year 2**

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**Year 3**

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<tr>
<td>REC 351</td>
<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>REC 315</td>
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<td>MKT 309</td>
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<tr>
<td>ENG 307</td>
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<td>Gen Ed Elective</td>
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**Gen Ed Elective**

<table>
<thead>
<tr>
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<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>REC 400</td>
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<td>REC 450</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>REC 402</td>
<td>3</td>
<td></td>
<td></td>
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<td>REC 404</td>
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<td>REC 449</td>
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<tr>
<td></td>
<td>15</td>
<td>16</td>
<td></td>
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</tr>
</tbody>
</table>

**Total Credits: 120**

1 Select three of the following courses to satisfy the Community Recreation Emphasis Elective:

- REC 215 Introduction to Community Recreation
- REC 304 Maintenance of Recreation Facilities
- REC 305 Operation and Management of Swimming Pools and Spas
- REC 310 Youth Development in the Recreation Profession
- REC 415 Camp Administration

**Recreation Management Major: Generalist Emphasis - Bachelor of Science (BS)**

As the name suggests, the recreation management (RM) generalist emphasis allows students to explore all areas of recreation. Students in the generalist emphasis take the recreation management core curriculum, the they have the choice of:

- a) taking courses in each of the emphasis areas; or,
- b) pursuing a minor in a recreation-related areas such as biology, communications, business, or environmental studies.

Depending on which minor is paired with the recreation management generalist major, students will be ready to pursue a variety of careers such as:

- Outdoor Educator (RM generalist with a minor in biology)
- Experiential Education and Group Facilitation Specialist (RM generalist with a minor in communications)
- Recreation Related Business Manager (RM generalist with a minor in business administration)
- Environmental/Recreation Policy Advocate (RM Generalist with a minor in environmental studies)

**Major requirements**

(College of Science and Health)

55 credits (71 total credits including interdisciplinary requirements)

**Program Requirements**

**Core requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC 150 Foundations of Recreation</td>
<td>3</td>
</tr>
<tr>
<td>REC 151 Introduction to Recreation Management</td>
<td>1</td>
</tr>
<tr>
<td>REC 301 Leadership and Programming in Recreation</td>
<td>3</td>
</tr>
<tr>
<td>REC 306 Environmental Ethics, Outdoor Recreation and Natural Resources</td>
<td>3</td>
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<tr>
<td>REC 315 Contemplative Leisure</td>
<td>3</td>
</tr>
<tr>
<td>REC 325 Leisure in a Diverse Society</td>
<td>3</td>
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</tbody>
</table>
must accomplish the following:

1. Students must have access to the AR.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement.)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements for more specific details.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.
This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

### Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 110</td>
<td>3</td>
<td>ENG 110 (Gen Ed Literacy-Oral)</td>
</tr>
<tr>
<td>Gen Ed Minority Cultures</td>
<td>3 MTH 145 (Gen Ed Math)</td>
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</tr>
<tr>
<td>Gen Ed Health &amp; Well Being</td>
<td>3 Gen Ed World Hist</td>
<td></td>
</tr>
<tr>
<td>REC 150</td>
<td>3</td>
<td>ECO 110 (Gen Ed Self &amp; Society)</td>
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<tr>
<td>REC 151</td>
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| Total Credits | 13 |

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<tbody>
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<td>REC 340</td>
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<tr>
<td>REC 325</td>
<td>3</td>
<td>Generalist Emphasis Elective</td>
</tr>
<tr>
<td>ACC 221</td>
<td>3 Gen Ed Elective</td>
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<tr>
<td>Gen Ed Natural Lab Science</td>
<td>4 Gen Ed Global Studies</td>
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<tr>
<td>Gen Ed Hum-Lit</td>
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| Total Credits | 16 |

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</tr>
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<tbody>
<tr>
<td>REC 306</td>
<td>3 REC 390</td>
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<tr>
<td>REC 351</td>
<td>3 MKT 309</td>
<td>3</td>
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<tr>
<td>REC 315</td>
<td>3 Gen Ed Arts</td>
<td>2</td>
</tr>
<tr>
<td>ENG 307</td>
<td>3 Gen Ed Elective</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3 Gen Ed Elective</td>
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</tr>
</tbody>
</table>

| Total Credits | 15 |

### Year 4

<table>
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<tr>
<th>Semester</th>
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<tbody>
<tr>
<td>Generalist Emphasis Elective</td>
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<td>Generalist Emphasis Elective</td>
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<tr>
<td>REC 400</td>
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<td></td>
</tr>
<tr>
<td>REC 402</td>
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<td>REC 404</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>REC 449</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

| Total Credits | 16 |

**Total Credits: 120**

1. Select any credit-bearing course
2. Students completing the generalist emphasis complete REC 404 or REC 420 and, in consultation with their faculty advisor, complete either of the following two options:
   1. Nine additional REC credits from any emphasis
   2. Any academic minor.

---

### Recreation Management Major: Outdoor Recreation Emphasis - Bachelor of Science (BS)

The outdoor recreation emphasis is for students who want to work in natural resource-based recreation settings. This program helps students develop skills in outdoor programming and leadership, environmental education, outdoor guiding and adventure, and nature-based recreation management. Students will develop these skills by completing coursework in outdoor education techniques, experiential learning, and nature-based resource management.

**Potential careers:**
- Conservation Lobbyist/Advocate
- Eco-tour Guide
- Forest/Park Ranger
- Naturalist/Environmental Educator
- Outdoor Adventure Educator
- Outdoor Center Program Director
- Outdoor Programmer
- Outdoor Trip Guide (NOLS, Outward Bound, Wilderness Inquiry)
- Visitor Services
- Wilderness Instructor

### Major requirements

(College of Science and Health)

56 credits (72 total credits including interdisciplinary requirements)

**Program Requirements**

**Core requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC 150</td>
<td>Foundations of Recreation</td>
</tr>
<tr>
<td>REC 151</td>
<td>Introduction to Recreation Management</td>
</tr>
<tr>
<td>REC 301</td>
<td>Leadership and Programming in Recreation</td>
</tr>
<tr>
<td>REC 306</td>
<td>Environmental Ethics, Outdoor Recreation and Natural Resources</td>
</tr>
<tr>
<td>REC 315</td>
<td>Contemplative Leisure</td>
</tr>
<tr>
<td>REC 325</td>
<td>Leisure in a Diverse Society</td>
</tr>
<tr>
<td>ENG 307</td>
<td>Principles of Management in Recreation</td>
</tr>
<tr>
<td>REC 400</td>
<td>Planning for Park and Recreation Facilities</td>
</tr>
<tr>
<td>REC 402</td>
<td>Risk Management in Leisure Service Organizations</td>
</tr>
<tr>
<td>REC 449</td>
<td>Internship/Professional Preparation</td>
</tr>
<tr>
<td>REC 450</td>
<td>Internship</td>
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**Interdisciplinary requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ACC 221</td>
<td>Accounting Principles I</td>
</tr>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
</tr>
<tr>
<td>ENG 307</td>
<td>Writing for Management, Public Relations and the Professions</td>
</tr>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
</tr>
<tr>
<td>MKT 309</td>
<td>Principles of Marketing</td>
</tr>
</tbody>
</table>

**Total Credits** 60
Outdoor Recreation Emphasis

REC 404  Budgeting in the Recreation Enterprise  3
Three additional courses from the following:  9
  REC 201  Outdoor Adventure Leadership
  REC 204  Introduction to Outdoor Education
  REC 330  Recreation Resource Management
  REC 335  Environmental Education
  REC 345  Ecotourism
  REC 415  Camp Administration

Total Credits  12

Other Requirements

1. Students must have a minimum GPA of 2.50 or greater to enter the program.
2. Prior to enrollment in REC 449 Internship/Professional Preparation (1 cr.), majors must complete two 50-hour professional experiences. These are non-class field experiences at recreation management agencies.
3. Before enrolling in REC 450, all required REC courses must be completed with a grade of "C" or better; and the student must have a cumulative UWL GPA of at least 2.50.
4. In order to graduate, students must have a "C" or better in REC 450.
5. Students may only complete one emphasis area. Declare the major with emphasis choice in the College of Science and Health Academic Services Office, 205 Graff Main Hall.

Degree requirements

All students must complete the general education, college core (waived for recreation management majors), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 520)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 521).
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/reg/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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<tbody>
<tr>
<td></td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
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<td>ENG 110 (Gen Ed Literacy-Written)</td>
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<tr>
<td>Gen Ed Arts</td>
<td>MTH 145 (Gen Ed Math)</td>
<td>2</td>
<td>Gen Ed Minority Cultures</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed World Hist</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recreation Management Major: Tourism Emphasis - Bachelor of Science (BS)

The tourism emphasis is for students interested in managing tourist attractions, facilities and tours. Whether it is managing a resort, promoting a destination, leading adventure tours, or planning events, a career in tourism is abut helping others enjoy their travel experience as much as you enjoy your own. Students pursuing a tourism emphasis will gain an understanding of visitor motivations and behaviors, destination marketing and development, event coordination, and sustainable tourism practices.

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>REC 301</td>
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<td>REC 325</td>
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<tr>
<td>ACC 221</td>
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<td>Gen Ed Global Studies</td>
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<tr>
<td>Gen Ed Natural Lab Science</td>
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<td>Gen Ed Elective</td>
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<td></td>
</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
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<td>Gen Ed Logical/Lang Systems</td>
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<table>
<thead>
<tr>
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<th>Fall</th>
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<td>ENG 307</td>
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<table>
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<th>Year 4</th>
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<th>Spring</th>
<th>Credits</th>
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<td>REC 454</td>
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<td>3</td>
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</table>

Total Credits: 120

1. Select three of the following courses to satisfy the Outdoor Recreation Emphasis Elective:
   - REC 201 Outdoor Adventure Leadership
   - REC 204 Introduction to Outdoor Education
   - REC 330 Recreation Resource Management
   - REC 335 Environmental Education
   - REC 345 Ecotourism
   - REC 415 Camp Administration

Potential careers:
- Convention Center Sales Manager
- Cruise Ship Director
- Destination Marketing Organization Director
- Festival and Events Coordinator
- Hotel Manager
- Resort General Manager
- Theme Park General Manager
- Tour & Travel Guide

Major requirements

(College of Science and Health)

56 credits (72 total credits including interdisciplinary requirements)

Program Requirements

Core requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>Foundations of Recreation</td>
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<tr>
<td>REC 151</td>
<td>Introduction to Recreation Management</td>
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</tr>
<tr>
<td>REC 301</td>
<td>Leadership and Programming in Recreation</td>
<td>3</td>
</tr>
<tr>
<td>REC 306</td>
<td>Environmental Ethics, Outdoor Recreation and Natural Resources</td>
<td>3</td>
</tr>
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<td>REC 315</td>
<td>Contemplative Leisure</td>
<td>3</td>
</tr>
<tr>
<td>REC 325</td>
<td>Leisure in a Diverse Society</td>
<td>3</td>
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<tr>
<td>REC 340</td>
<td>Evaluation Methods and Practices</td>
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</tr>
<tr>
<td>REC 351</td>
<td>Civic Engagement in the Recreation Profession</td>
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<tr>
<td>REC 390</td>
<td>Principles of Management in Recreation</td>
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<tr>
<td>REC 400</td>
<td>Planning for Park and Recreation Facilities</td>
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</tr>
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<td>REC 402</td>
<td>Risk Management in Leisure Service Organizations</td>
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Interdisciplinary requirements

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<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ENG 307</td>
<td>Writing for Management, Public Relations and the Professions</td>
<td>3</td>
</tr>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
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Total Credits 60

Tourism Emphasis

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<td>Introduction to Tourism (Spring)</td>
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</tr>
<tr>
<td>REC 420</td>
<td>Revenue Management in Recreation Enterprises</td>
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</tr>
<tr>
<td>REC 445</td>
<td>Meetings, Conventions, and Event Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

One additional course from the following:
- REC 345 Ecotourism
- REC 405 Sustainable Tourism Development

Total Credits 12

Other Requirements

1. Students must have a minimum GPA of 2.50 or greater to enter the program.
2. Prior to enrollment in REC 449 Internship/Professional Preparation (1 cr.), majors must complete two 50-hour professional experiences.
These are non-class field experiences at recreation management agencies.

3. Before enrolling in REC 450, all required REC courses must be completed with a grade of "C" or better, and the student must have a cumulative UWL GPA of at least 2.50.

4. In order to graduate, students must have a "C" or better in REC 450.

5. Students may only complete one emphasis area. Declare the major with emphasis choice in the College of Science and Health Academic Services Office, 205 Graff Main Hall.

Degree requirements

All students must complete the general education, college core (waived for recreation management majors), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 522)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>REC 150</td>
<td>3</td>
<td>ENG 110</td>
<td>3</td>
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<tr>
<td>REC 151</td>
<td>1</td>
<td>MTH 145</td>
<td>4</td>
<td></td>
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<tr>
<td>CST 110</td>
<td>3</td>
<td>Gen Ed World Hist</td>
<td>3</td>
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<tr>
<td>Gen Ed Arts</td>
<td>3</td>
<td>ECO 110 (Gen Ed Self &amp; Society)</td>
<td>3</td>
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<td>Gen Ed Minority Cultures</td>
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<td>Gen Ed Arts</td>
<td>2</td>
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<td>Gen Ed Health &amp; Well-Being</td>
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<td>UWL 100</td>
<td>3</td>
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<td>REC 325</td>
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<td>REC 340</td>
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<td>ACC 221</td>
<td>3</td>
<td>REC 445</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Natural Lab Science</td>
<td>4</td>
<td>Gen Ed Global Studies</td>
<td>3</td>
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</tr>
<tr>
<td>Gen Ed Hum-Lit</td>
<td>3</td>
<td>Gen Ed Elective</td>
<td>3</td>
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<table>
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<th>Fall</th>
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<td>REC 306</td>
<td>3</td>
<td>REC 290</td>
<td>3</td>
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</tr>
</tbody>
</table>

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/csprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.
Therapeutic Recreation Major - Bachelor of Science (BS)

Therapeutic recreation specialists assist persons with disabilities or illnesses to improve their functioning and quality of life. This is achieved through the development of a meaningful leisure lifestyle. Comprehensive therapeutic recreation services include an approach based on the needs, interests, abilities, and strengths of clients. Services are offered on a continuum of care which includes treatment (which incorporates recreation activities to improve functional abilities and assist in diagnosis), leisure education (which focuses on the acquisition of recreation skills that help attain an independent lifestyle), and recreation participation (which uses recreation activities to enhance health and overall quality of life).

Students learn to develop and implement therapeutic programs using recreational activities such as exercise, horticulture, arts and crafts, games, music, reminiscence, pain management, and stress management. These goal-directed programs help individuals and groups with disabling conditions to learn, adapt and grow through leisure participation.

While most colleges and universities offer a recreation major with a concentration in therapeutic recreation, UW-La Crosse is one of the few universities in the nation to offer therapeutic recreation as its own independent major.

Major requirements

### Admission to the program

Admission to the Therapeutic Recreation Program is competitive and not all who apply may be accommodated. To be considered for admission to the therapeutic recreation major the student must have:

1. Completed or be “in progress” of completing the predmission courses (BIO 100 or BIO 105 or MIC 100; MTH 145, PSY 100, PSY 212, REC 150, RTH 250) with a grade “C” or better in each of these core courses.
2. A minimum cumulative UWL GPA of 2.5.
3. Completion of 50 hours of pre-professional experience in an organized program that services various persons with disabilities, chronic health conditions, and/or vulnerable populations in a recreation context is required.
4. 250 word essay explaining why the applicant wants to pursue a degree in therapeutic recreation.
5. Applications are due October 1 to be considered for admission to the program spring semester and Feb. 1 to be considered for admission to the program for fall semester.

Consideration for selection is based on the following criteria:

- Cumulative UWL GPA
- Pre-professional experience
- 250 word essay explaining why the applicant wants to pursue a degree in therapeutic recreation

### Curriculum

(College of Science and Health)

60 credits, excluding general education credits

<table>
<thead>
<tr>
<th>General education courses</th>
<th>Select one of the following:</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Biology for the Informed Citizen</td>
<td></td>
</tr>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
<td></td>
</tr>
<tr>
<td>MIC 100</td>
<td>Microbes and Society</td>
<td></td>
</tr>
<tr>
<td>MTH 145</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PSY 100</td>
<td>General Psychology</td>
<td>3</td>
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<td></td>
<td>Total Credits</td>
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### Interdisciplinary requirements

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PSY 204</td>
<td>Abnormal Psychology</td>
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<tr>
<td>PSY 212</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>ESS 205</td>
<td>Human Anatomy and Physiology for Exercise Science I</td>
</tr>
<tr>
<td>or BIO 312</td>
<td>Human Anatomy and Physiology I</td>
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</table>

### Professional core requirements

<table>
<thead>
<tr>
<th>Program</th>
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</thead>
<tbody>
<tr>
<td>REC 150</td>
<td>Foundations of Recreation</td>
</tr>
<tr>
<td>RTH 250</td>
<td>Introduction to Therapeutic Recreation</td>
</tr>
<tr>
<td>RTH 252</td>
<td>Innovative Activities in Therapeutic Recreation</td>
</tr>
<tr>
<td>RTH 319</td>
<td>Leadership and Supervision in Therapeutic Recreation</td>
</tr>
<tr>
<td>RTH 326</td>
<td>Therapeutic Recreation Populations I</td>
</tr>
<tr>
<td>or RTH 327</td>
<td>Therapeutic Recreation Populations II</td>
</tr>
<tr>
<td>RTH 355</td>
<td>Medical Language</td>
</tr>
<tr>
<td>RTH 456</td>
<td>Program Design and Administration of Therapeutic Recreation</td>
</tr>
<tr>
<td>RTH 462</td>
<td>Inclusive Recreation Program Administration</td>
</tr>
<tr>
<td>RTH 470</td>
<td>Facilitation Techniques in Therapeutic Recreation</td>
</tr>
<tr>
<td>RTH 476</td>
<td>Assessment &amp; Treatment Planning-Therapeutic Recreation</td>
</tr>
<tr>
<td>RTH 480</td>
<td>Leisure Education</td>
</tr>
<tr>
<td>RTH 493</td>
<td>Therapeutic Recreation Trends and Issues</td>
</tr>
<tr>
<td>RTH 496</td>
<td>Orientation to Internship in Therapeutic Recreation</td>
</tr>
<tr>
<td>RTH 498</td>
<td>Internship in Therapeutic Recreation</td>
</tr>
</tbody>
</table>

Total Credits: 120

---

Select REC 320, REC 445, REC 420, and one of the following courses to satisfy the Tourism Recreation Emphasis Elective:

- REC 345 Ecotourism
- REC 405 Sustainable Tourism Development
Elective courses
Select a minimum of two to three credits from the elective list.  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
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<td>RTH 314</td>
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<td>RTH 332</td>
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<td>RTH 345</td>
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<td>RTH 402</td>
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<td>RTH 403</td>
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<td>RTH 404</td>
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<td>RTH 491</td>
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<tr>
<td>RTH 495</td>
<td></td>
</tr>
<tr>
<td>RTH 497</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 60-61

Advancement
To be admitted to RTH 498 Internship in Therapeutic Recreation, students must achieve a 2.5 cumulative and major GPA and have successfully completed all program course work.

For complete details regarding application procedures, contact the Therapeutic Recreation Program Director in the Department of Recreation Management and Therapeutic Recreation.

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December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

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Sample degree plan
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Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>REC 150</td>
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<td>RTH 250</td>
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<td>ENG 110 or 112 (Gen Ed Literacy-Written)</td>
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<td>MTH 145 (Gen Ed Math)</td>
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<td>PSY 100 (Gen Ed Self &amp; Society)</td>
<td>3</td>
<td>CST 110 (Gen Ed Literacy-Oral)</td>
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<td>HIS 101, 102, or ARC 200 (Gen Ed World Hist)</td>
<td>3</td>
<td>Gen Ed Arts</td>
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<td>BIO 100, 105, or MIC 100 (Gen Ed Natural Lab Science)</td>
<td>4</td>
<td>Gen Ed Health &amp; Well-Being</td>
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Total Credits: 16
### Year 2

#### Fall

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<td>RTH 252</td>
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<td>RTH 326 or RTH 327</td>
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<tr>
<td>ESS 205&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3</td>
<td>RTH 319</td>
</tr>
<tr>
<td>PSY 212&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3</td>
<td>PSY 204&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>Gen Ed Math or Lang/Logical Systems</td>
<td>3-4</td>
<td>Gen Ed Minorities/Cultures</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
<td>Gen Ed Hum - Lit</td>
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Apply to TR Program. 2

#### Spring

<table>
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<tbody>
<tr>
<td>RTH 252</td>
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<td>ESS 205&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>PSY 212&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Math or Lang/Logical Systems</td>
<td>3-4</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td>2-3</td>
</tr>
</tbody>
</table>

Total Credits: 119-120

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1. PSY 212 Lifespan Development, PSY 204 Abnormal Psychology, and ESS 205/BIO 312 Human Anatomy and Physiology I fulfill, in part, criteria for becoming a Certified Therapeutic Recreation Specialist (CTRS); for any PSY 212, PSY 204, or ESS 205/BIO 312 course substitutes/transfers, students are advised to verify satisfactory content with the National Council for Therapeutic Recreation Certifications (NCTRC)—see the Therapeutic Recreation Program Director for more information.

2. Apply during the Fall semester sophomore year or later. Admission requirements (p. 523) into the TR Program can be found with the major’s requirements.

Students are required to earn a minimum of 120 credits (p. 64) for a Bachelor's degree.

### Recreation Management Minor

(All colleges, excluding therapeutic recreation majors)

19 credits

Students must have a minimum GPA of 2.50 or greater to enter the program.

#### Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC 150</td>
<td>Foundations of Recreation</td>
</tr>
<tr>
<td>REC 151</td>
<td>Introduction to Recreation Management</td>
</tr>
<tr>
<td>REC 301</td>
<td>Leadership and Programming in Recreation</td>
</tr>
<tr>
<td>REC 390</td>
<td>Principles of Management in Recreation</td>
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Select nine credits of electives from the following:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
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<tbody>
<tr>
<td>REC 201</td>
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<td>REC 215</td>
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<td>REC 304</td>
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<td>REC 415</td>
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<tr>
<td>REC 420</td>
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<td>REC 445</td>
</tr>
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</table>

Total Credits: 19

### Recreation Management Minor for Therapeutic Recreation Majors

18 credits

Students must have a minimum GPA of 2.50 or greater to enter the program.

#### Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>REC 150</td>
<td>Foundations of Recreation</td>
</tr>
<tr>
<td>REC 390</td>
<td>Principles of Management in Recreation</td>
</tr>
<tr>
<td>REC 404</td>
<td>Budgeting in the Recreation Enterprise</td>
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Select nine credits of electives from the following lists:

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<tr>
<th>Course</th>
</tr>
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<tbody>
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<td>REC 201</td>
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<td>REC 204</td>
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<tr>
<td>REC 215</td>
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<td>REC 301</td>
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<tr>
<td>REC 325</td>
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<tr>
<td>REC 330</td>
</tr>
<tr>
<td>REC 335</td>
</tr>
</tbody>
</table>
Inclusive Recreation Minor

The Americans with Disabilities Act mandates that agencies offering recreation programs must accommodate people with disabilities. The inclusive recreation minor prepares professionals from various disciplines to address concerns such as accessibility, knowledge of disabilities, appropriate programming, and adapting activities.

Persons employed in the following types of settings would benefit from this minor: play areas, recreation facilities such as amusement rides, boating facilities, fishing piers and platforms, miniature golf courses, golf courses, sporting facilities, swimming pools and spas, outdoor developed areas, YMCAs, and youth clubs. Persons involved in the following professions would benefit from this minor: recreation management, education, physical education, fitness, special education, health and wellness, psychology, business, sports management, and other social and human service areas.

The inclusive recreation minor is not a comprehensive therapeutic recreation curriculum, nor is it intended to lead toward national certification. The inclusive recreation minor is academic preparation to assist professionals who are interested in providing inclusive recreation programs.

Minor requirements

(All colleges, excluding therapeutic recreation majors)

21 credits

Required courses

REC 150 Foundations of Recreation 3
RTH 250 Introduction to Therapeutic Recreation 3
Select two to three credits from the following: 2-3
  RTH 325 Inclusive Recreation
  RTH 326 Therapeutic Recreation Populations I
  RTH 327 Therapeutic Recreation Populations II
  RTH 456 Program Design and Administration of Therapeutic Recreation 3
RTH 462 Inclusive Recreation Program Administration 3
Select three credits from the following: 3
  RTH 252 Innovative Activities in Therapeutic Recreation
  RTH 474 Experiential Education: Facilitation Techniques in Ropes Course
  ESS 233 Teaching Methods in Adapted Aquatics
  ESS 435 Sports for Persons with Disabilities

Electives

Select three to four credits of the following: 3-4
  RTH 252 Innovative Activities in Therapeutic Recreation 1
  RTH 325 Inclusive Recreation
  RTH 326 Therapeutic Recreation Populations I
  RTH 327 Therapeutic Recreation Populations II
  RTH 345 Recreational Therapy for Older Adults
  RTH 480 Leisure Education
  REC 304 Maintenance of Recreation Facilities
  REC 305 Operation and Management of Swimming Pools and Spas
  PSY 204 Abnormal Psychology
  ESS 233 Teaching Methods in Adapted Aquatics 1
  ESS 435 Sports for Persons with Disabilities 1

Total Credits 21

1 if not selected above
The School of Education, Professional and Continuing Education (SOE) at the University of Wisconsin-La Crosse represents a collection of teacher education programs housed in a variety of departments and colleges across campus. Approximately 700 students are enrolled in teacher education programs at UW-La Crosse (UWL). Students enrolled in teacher education programs benefit from the numerous PK-12 school partnerships, which aim to promote best practices in teaching and learning.

Majors and minors (p. 528)

Admission (p. 528) to SOE and retention (p. 528)

Teacher education assessment (p. 529)

Teacher education testing requirements (p. 530)

Student teaching and internships (p. 530)

Licensing (p. 531)

Specific areas in teacher education:

Early Childhood-Middle Childhood, Middle Childhood-Early Adolescence, and Early Childhood-Adolescence certification (p. 532) (excepting PETE, SHE, & STEP programs)

Physical Education Teacher Education (PETE) certification (p. 532)

School Health Education (SHE) certification (p. 533)

Secondary Teacher Education Preparation (STEP) admission and certification (p. 533) (EA-A program)

Accreditation

• Higher Learning Commission (North Central Association)
• Wisconsin Department of Public Instruction since 1937

Mission

The mission of the School of Education, Professional and Continuing Education is to develop within its graduates a commitment to the teaching profession, a profound respect for the dignity of all learners, and the professional competencies that enable them to be effective teachers and responsible citizens in a diverse and dynamic world.

Conceptual framework

Vision: The School of Education, Professional and Continuing Education strives to become a leader in the preparation of globally responsive teachers through a university-wide commitment to teacher education.

Definition: The globally responsive teacher believes that all learners can learn at high levels and persists in helping all learners achieve success. The teacher appreciates and values human diversity, shows respect for learners’ varied talents and perspectives, and commits to the pursuit of excellence for all learners. Globally responsive teaching includes infusion of a strong academic curriculum linked to world events, geography, world cultures, and diverse perspectives. Globally responsive teachers act to make the world a healthy and more sustainable and just environment.

A globally responsive professional education program includes the following:

• Teacher candidates gain understanding of contemporary content issues from a variety of perspectives.
• Teacher candidates learn how to employ discipline specific skills in their analyses of global issues.
• Teacher candidates design integrated curricular units so their students will have a greater understanding of the world.
• Teacher candidates are encouraged and supported to engage in international study abroad programs.
• Teacher candidates develop model lessons that infuse global awareness into their curriculum.
• Teacher candidates develop enrichment of cultural, environmental, and/or civic issues.
• Teacher candidates consider content issues, both local and global, using technology and community resources to enhance learning and expand their resource networks.

School Of Education, Professional and Continuing Education resources

Several resources for education students, university faculty, and area teachers are provided through the School of Education.

Alice Hagar Curriculum Resource Center

• Contains many teacher education materials and references for all grade levels
• Located on the upper floor of Murphy Library (http://www.uwlax.edu/murphylibrary)

Rhea Pederson Reading Center

• Provides reading resources for UWL students and area teachers
• Located in 335 Morris Hall
Majors and minors in the Department of Educational Studies

The Department of Educational Studies (DES) is housed in the School of Education, Professional and Continuing Education. The following undergraduate majors, minors, and programs are available through DES. Specific content areas are housed in the related departments in the other colleges/school.

B.S. = Bachelor of Science  m = minor

- Early Childhood-Middle Childhood Education (B.S., EC-MC)
- Middle Childhood-Early Adolescence Education (B.S., MC-EA)
- Early Childhood-Adolescence (B.S. in art, music, French, German Studies, or Spanish; EC-A)
- Special Education (m, add-on teacher certification)
- General Science (m, MC-EA)
- Social Studies (m, MC-EA)

Department of Public Instruction (DPI) certification ranges and abbreviations

EC-MC = Early Childhood-Middle Childhood Certification (ages birth to 11)
MC-EA = Middle Childhood-Early Adolescence Certification (ages 6-12 or 13)
EC-A = Early Childhood-Adolescence Certification (ages birth to 21)
EA-A = Early Adolescence-Adolescence Certification (ages 10 to 21)

Additional teacher certification programs in the School of Education

The following programs are certifiable at the Early Adolescence-Adolescence (ages 10 to 21) developmental range (EA-A):

**College of Liberal Studies**

- Economics Education (m)
- English Education (B.S., m)
- French Education (m)
- German Studies Education (m)
- History Education (B.S., m)
- Political Science Education (B.S., m)
- Psychology Education (m)
- Social Studies - Broad Field (B.S.)
- Sociology Education (B.S., m)
- Spanish Education (m)

**College of Science and Health**

- Adapted Physical Education (m) (requires ESS: Physical Education Emphasis, EC-A certification)
- Biology Education (B.S., m)
- Chemistry Education (B.S., m)
- Computer Science Education (B.S., m)
- Exercise and Sport Science: Physical Education Emphasis (B.S., EC-A certification)
- General Science Education - Broad Field (second major only)
- Geography Education (B.S., m)
- Mathematics Education (B.S., m)
- Physics Education (B.S., m)

- School Health Education (B.S., EC-A certification; m)

General Admission and Retention in Teacher Education

Teacher education admission policy: literacy requirements

All students must be admitted to teacher education in order to enroll in professional education courses. Application and admission requirements vary by program. Students are encouraged to work closely with their academic advisor to ensure completion of the application requirements in effect for their program of study. Meeting the eligibility criteria does not guarantee admission into the teacher education program. Resources available limit the number of students admitted. In addition, all SOE students must meet CST 110 and ENG 110 or ENG 112 requirements by earning a grade of "C" or better. See below (p. 532) for admission requirements for specific certification areas.

Teacher education admission policy: required disclosure of criminal offenses policy

Students interested in admission will be asked to disclose any criminal charges filed against them through a self report form. Applicants with a felony conviction (which prohibits them from entering the teaching profession) will not be admitted into any program within the SOE. Student applicants with lesser charges (misdemeanors not involving children) shall be permitted to apply to the SOE.

Any student who has been convicted of a criminal offense must contact the Wisconsin Department of Public Instruction to discuss eligibility for teacher licensure. A copy of the DPI Conduct and Competency Code is available in the certification office in 260 Morris Hall.

Teacher education: retention policy

Candidates may be retained in the teacher education program as long as they maintain 2.75 combined cumulative, major, and minor GPA’s (3.00 for graduate candidates); show proficiency in oral and written communication; fulfill additional assessment criteria (e.g., portfolio) required by the candidate’s program; and are otherwise in good standing with the university and SOE.

Teacher education: certification requirement policy

Candidates must maintain a 2.75 combined cumulative grade point average and a 2.75 grade point average in all certifiable majors, minors, concentrations, and professional education courses. Official score reports documenting passing scores for all additional testing requirements (p. 530) for the appropriate certification area/discipline must be on file in the certification office, 275 Morris Hall. A passing score on the edTPA also is required.

Candidates who complete all university requirements and all teacher education requirements for student teaching/internship, but who fail to successfully complete the student teaching/internship experience, may be awarded a Bachelor of Science degree without certification. This degree will not earn WI Department of Public Instruction endorsement for licensure. See the academic assistant to the dean (p. 527) for details.
Comprehensive assessment system in teacher education (including portfolio/edTPA)

All teacher candidates seeking certification must successfully complete procedures related to program admission, progression, and exit criteria. The teacher candidate’s progress toward competencies in the InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards is monitored while the candidate completes requirements in the respective teacher education program. Teacher candidates must earn and maintain the cumulative, major, and minor grade point averages required by their respective program of study. Course and field experience assessments are designed to monitor professional growth in the InTASC Model Core Teaching Standards listed below. The Wisconsin Department of Public Instruction (DPI) requires that each candidate who prepares for a teaching career to have a portfolio of evidence documenting that the standards required for a teaching license have been met (PI 34.13).

Wisconsin edTPA (Education Teacher Performance Assessment)

The Wisconsin Department of Public Instruction is committed to ensuring that highly prepared and effective teachers educate Wisconsin students. A part of that commitment is to make certain that all initial license applicants are ready to teach before they receive a license. One way to determine readiness is through performance assessment, using a system such as the edTPA. Upon the recommendation of the Wisconsin educator preparation programs, the State Superintendent has selected the edTPA (http://www.edtpa.com) to be used as one of the performance measures required for initial licensing. Passing scores will be set by the Wisconsin Department of Public Instruction in 2015-16 and will be available prior to September 1, 2016. Beginning September 1, 2016, a passing score on the edTPA will be required for program completion and to be eligible for a license.

Note: Students should be aware that the Department of Public Instruction is specific in its requirements about the content of both general education and professional education; therefore, prospective teacher education candidates should work closely with an advisor from the outset of their studies at the university. Completion of DPI requirements for licensure may take longer than four academic years.

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards

- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environment
- Standard 4: Content Knowledge
- Standard 5: Application of Content
- Standard 6: Assessment
- Standard 7: Planning for Instruction
- Standard 8: Instructional Strategies
- Standard 9: Professional Learning and Ethical Practice
- Standard 10: Leadership and Collaboration

Wis. Admin. Code PI 34.02 (http://docs.legis.wi.gov/code/admin_code/pi/34.pdf)

Teacher education: candidate progress review

The faculty and staff (including clinical and student teaching personnel) of SOE recognize that all individuals seeking certification may not meet certain minimal professional standards; therefore, a procedure has been established to identify and to counsel candidates in need of directed guidance. Additional measures may be taken if deemed necessary. The referral process may lead to the candidate’s removal from the teacher education program(s).

SOE’s Teacher Candidate Progress Review Committee is charged with overseeing the development and assessment of knowledge, skills, and dispositions among teacher candidates as assessed by the multiple measures of the established teacher education assessment system. Academic and non-academic misconduct (plagiarism, cheating, etc.) are referred directly to the Office of Student Life as outlined in the university’s student handbook (http://www.uwlax.edu/Student-Life/Student-handbook).

If issues related to the progress of candidates are identified, a referral is initiated using the Teacher Candidate Progress Review Referral Form (http://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/School_of_Education/TCPR%20Original%202010-31-14%20ver%203(1).pdf), and the candidate receives a copy of the referral. The Director of the School of Education will forward a copy to the candidate’s advisor, the academic assistant to the dean/certification officer, department chair, and the content liaison, where appropriate.

There are three types of referrals:

- Notice of concern,
- Automatic referral, and
- Program referral.

Notice of concern

1. A concerned faculty or staff member completes a written notice of concern. The candidate is required to schedule an appointment to review the content of the notice of concern form. A minimum of two faculty or staff members will discuss the referral with the candidate and provide him/her with a copy of the referral form. After the content of the referral form is discussed, the candidate signs the referral form acknowledging receipt.

2. The faculty or staff member submits the signed referral form to the Office of the Director of the School of Education; copies of the form are sent to the appropriate individuals and placed in the candidate’s permanent file.

3. If two notices of concern are received, the candidate is automatically referred to the Teacher Candidate Progress Review Committee by the Director of the School of Education. For candidates enrolled in pupil services certification programs (school psychology), each notice of concern will be sent to the program director. The program will work with the candidate to develop an action plan.

Automatic referral(s) to the Teacher Candidate Progress Review Committee

Automatic referrals include, but are not limited to, concerns needing immediate intervention related to the candidate’s knowledge, skills, and/or dispositions, or concerns related to candidate GPA (cumulative, major, minor, concentrations, core).
Non-GPA-related automatic referrals

1. An issue needing immediate intervention related to the candidate's knowledge, skills, and/or dispositions is identified, and an automatic referral form is completed. The candidate is required to schedule an appointment to review the content of the automatic referral form. A minimum of two faculty or staff members will discuss the referral with the candidate and provide him/her with a copy of the referral form. After the content of the referral form is discussed, the candidate signs the referral form acknowledging receipt.

2. The faculty or staff member submits the signed referral form to the Office of the Director of the School of Education; copies of the form are sent to the appropriate individuals and placed in the candidate's permanent file.

3. The candidate is automatically referred to the Teacher Candidate Progress Review Committee by the Director of the School of Education and will be required to appear at the next committee meeting to address the concerns cited in the automatic referral. When the candidate meets with the committee, the concerns are reviewed, and the candidate addresses these concerns. After the candidate has met with the committee, the committee recommends further action. If the candidate fails to meet with the committee, he/she will be unable to continue in his/her program of study.

Program referral(s) to the Teacher Candidate Progress Review Committee

Faculty and staff (including clinical and student teaching personnel) who have concerns about a candidate's knowledge, skills, and/or dispositions as described within the teacher education program standards shall document and initiate the referral process by completing the referral form. For the purpose of facilitating the referral process, the following procedures are used:

- The faculty or staff member discusses the referral with the candidate and provides him/her with a copy of the referral form.
- The faculty or staff member delivers the referral form to the appropriate program director or department chair. The faculty involved decide if the referral form is to be sent to the Teacher Candidate Progress Review Committee or remediated within the program. The candidate is notified of the decision within two weeks regarding action or remediation plan. If the remediation plan is unacceptable to the candidate, he/she may appeal the plan to the committee.
- If so deemed, referral forms and the referred student's academic record(s) and performance are reviewed by the committee at the next monthly meeting in which they are received.

Teacher education: testing requirements policy

The Department of Public Instruction (DPI) is specific in its requirements about the content of both general education and professional education. DPI requires teacher education candidates to complete both basic skills testing (Praxis I/PPST or another basic skills test) and content area testing (Praxis II). The State Superintendent of DPI determines passing scores. Therefore, prospective teacher education candidates should work closely with an advisor from the outset of their studies at the university. Completion of DPI requirements for licensure may take longer than four academic years.

Basic skills testing options: (See the Wisconsin Department of Public Instruction website [http://dpi.wi.gov/tepdl/licensing/testing-requirements] for a complete listing.)

Entry into teacher education programs requires passing scores on one of the basic skills tests approved by the State Superintendent of DPI, selected from the following:

1. Praxis I, Pre-Professional Skills Test (PPST), scores in reading (175), mathematics (173), and writing (174) tests through August 31, 2014. Beginning September 1, 2014, the Praxis Core Academic Skills Test scores in reading (156), mathematics (150), and writing (162); OR
2. ACT composite score of 23 with minimum scores of 20 on English, math, and reading. Scores presented for this purpose must be dated within ten years preceding application for admission; OR
3. ACT Plus Writing with a composite score of 22 and a combined English/writing score of 20. Scores presented for this purpose must be dated within ten years preceding application for admission; OR
4. SAT composite score of 1070 with minimum scores of 450 on verbal and math through August 31, 2014. Effective September 1, 2015, minimum sub-scores of 520 on mathematics, 510 on critical reading, and 480 on writing. Scores presented for this purpose must be dated within ten years preceding application for admission.

Passing scores on one of the basic skills tests must be recorded in a student's university record prior to applying for admission to any teacher education program.

Additional Testing Requirements

Prior to enrolling in the student teaching/internship semester and to be recommended for licensure by the certification officer, candidates must provide:

1. An official Praxis Subject Assessment (formerly Praxis II) score report documenting passing scores on Praxis Subject Assessment content tests in the appropriate certification area/discipline;
2. An official Wisconsin Foundations of Reading test score report documenting passing scores (ONLY required for early childhood-middle childhood, middle childhood-early adolescence, and special education candidates);
3. An official American Council Teaching of Foreign Languages score report demonstrating oral and written proficiency with a rating of "Intermediate High" in French, German, and/or Spanish (ONLY required for French education, German education or Spanish education candidates).

Teacher education: student teaching and internship admission policy

The student teaching experience is generally completed during the final semester in residence. Students must apply for student teaching (http://www.uwlax.edu/SOE/For-teacher-candidates) through the Office of Field Experience one year prior to the student teaching semester. Completed applications must be returned to the Office of Field Experience by the deadlines posted online for a fall or spring semester placement.

Candidates student teach for a full semester as calculated according to the calendar of the cooperating school. Most cooperating schools are approximately located within a 50-mile radius of La Crosse.

To be eligible for student teaching, candidates must:

1. Have and maintain 2.75 combined cumulative, major, minor, concentration, and professional sequence grade point averages
2. Meet prerequisites and all additional testing requirements (see above) for the appropriate certification area/discipline, specified for:
Office of Field Experiences will record the criminal background checks. If the period between criminal background checks exceeds two years, the background checks may be required for teacher candidates if the time passed since their last criminal background check. If more than one year has passed since the last criminal background check, designated criminal background check if more than one year has passed. Prior to student teaching, teacher candidates must complete a second criminal background check. Policies and procedures must be followed for teacher candidates to receive a placement. It is the teacher candidate's responsibility to follow the instructions and complete the process by the dates specified. Teacher candidates are responsible for all costs associated with the criminal background checks. The Office of Field Experience will record the criminal background checks conducted each semester.

3. Declare the major(s), minor(s), and/or concentrations for which they are seeking certification at the time of admission to student teaching.

Internships

To be eligible to apply, candidates must be formally admitted to teacher education and must possess and maintain, through graduation, a combined cumulative grade point average of 3.00. Interns are assigned for an entire semester to schools that are part of the Wisconsin Improvement Program. The Office of Field Experience Director with support of faculty screeners, admits students to the internship program. Internships require an application through the Office of Field Experience. The completed application is due by the dates posted online for placement during the fall or spring semester of the subsequent year.

School of Education criminal background check policy

All teacher candidates must complete the designated criminal background checks prior to entering the schools for their first clinical field experience. This is a requirement of school placement sites, and it is the teacher candidate’s responsibility to follow the instructions and complete the process by the dates specified. Teacher candidates are responsible for all costs associated with the criminal background checks. Policies and procedures must be followed for teacher candidates to receive a placement.

Prior to student teaching, teacher candidates must complete a second designated criminal background check if more than one year has passed since their last criminal background check. Additional criminal background checks may be required for teacher candidates if the time period between criminal background checks exceeds two years. The Office of Field Experiences will record the criminal background checks conducted each semester.

Procedures

1. Criminal background check policies and procedures are shared with teacher candidates at clinical field experience meetings prior to registration each semester and are also available on the Office of Field Experience website.
2. The Office of Field Experience will email the clinical field experience forms and criminal background check instructions to teacher candidates registered for clinical field experiences prior to the first day of class.
3. Course instructors discuss the criminal background check process at the beginning of the course and ensure students have completed the required clinical field experience forms for the Office of Field Experience.
4. Forms must be completed by teacher candidates each semester they participate in a school observation, clinical field experience, or any other school experience. Teacher candidates must notify the Office of Field Experience of new offenses as soon as possible.
5. The Office of Field Experience staff monitors the criminal background check process and notifies course instructors when teacher candidates have been cleared to enter the schools.
6. In the event the background check discloses criminal activity or information the teacher candidate has failed to report, the teacher candidate may be required to meet with the Director and/or Assistant Director of Field Experiences to discuss the discrepancy. The result of this discussion may alter or terminate the teacher candidate's participation in a field experience or student teaching assignment.

License and Statutory Requirements in Teacher Education

Wisconsin Department of Instruction Educator licenses

Educator licenses (http://tepdl.dpi.wi.gov/licensing/educator-licenses-general) issued under WIS. Admin. Code PI 34 are based on the following developmental levels:

<table>
<thead>
<tr>
<th>DEVELOPMENTAL LEVELS</th>
<th>AGE RANGES</th>
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<tbody>
<tr>
<td>GRADE LEVEL</td>
<td></td>
</tr>
<tr>
<td>Early Childhood (EC)*</td>
<td>birth-8</td>
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<tr>
<td>PK-3</td>
<td></td>
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<tr>
<td>Early Childhood through</td>
<td>birth-11</td>
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<tr>
<td>PK-6</td>
<td></td>
</tr>
<tr>
<td>Middle Childhood (EC-MC)</td>
<td>6-12/13</td>
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<tr>
<td>1-8</td>
<td></td>
</tr>
<tr>
<td>Early Adolescence (MC-EA)</td>
<td>10-21</td>
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<tr>
<td>5-12</td>
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<tr>
<td>Early Adolescence through</td>
<td>birth-21</td>
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<tr>
<td>Adolescence (EA-A)</td>
<td></td>
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<tr>
<td>PK-12</td>
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* program not offered at UWL.

Teacher education: license application

Wisconsin: Graduates desiring a license to teach in Wisconsin may submit an application through Educator Licensing Online (ELO) (http://tepdl.dpi.wi.gov/licensing/elo). The fee for the initial educator license is $125.00. When all certification requirements are satisfactorily completed, the certification officer will upload program completer data into ELO. After the program data has been uploaded into ELO, applicants will be able to complete the license application.

Out-of-state applicants: Graduates seeking certification in other states will obtain instructions from the Department of Education of the state in which certification is desired and submit the appropriate application materials. Candidates should be aware that license rules vary from one
state to another and seek such information early in the professional preparation program. Most states require documentation of program completion (institutional endorsement) on a form specific to the state’s application requirements. The signature of the teacher certification officer is accepted for institutional endorsement.

**Wisconsin statutory requirements**

**Environmental Education and Conservation:** Demonstration of knowledge and understanding in environmental education and in the conservation of natural resources is required for licenses in early childhood-middle childhood, middle childhood-early adolescence, science (majors or minors), and social studies (majors or minors). Instruction in environmental education and conservation is required for the completion of these programs.

**Cooperatives:** Demonstration of knowledge and understanding of cooperative marketing and consumer cooperatives is required for licenses in social studies (majors or minors). Instruction in cooperatives is noted by the major and minor course listings in social studies disciplines.

**Exceptional Education:** Demonstration of knowledge and understanding of procedures used for assessing and providing education for children with disabilities, including provider roles and responsibilities and curriculum modification.

**Human Relations:** Demonstration of knowledge and understanding in the area of “minority group relations,” under Wis. Admin. Code PI 34.15(4)(c)1-6, to be certified to teach in the State of Wisconsin.

**Reading:** Demonstration of knowledge and understanding of teaching reading and language arts including phonics for licensure in early childhood-middle childhood and middle childhood-early adolescence.

**Conflict Resolution:** Demonstration of knowledge and understanding in:

1. Resolving conflicts between pupils and between pupils and school staff;
2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils; and
3. Dealing with crises, including violent, disruptive, potentially violent, or potentially disruptive situations that may arise in school or at activities supervised by a school as a result of conflicts between pupils or between pupils and other persons.

**General education requirements**

Students take specific courses from general education to meet statutory requirements in the areas of human relations, environmental education and conservation, mentioned above, depending on the certification desired. General education check sheets listing required courses are available in 260 Morris Hall and on Advisement Reports (AR). The two-year transfer policy does not exempt students from these requirements. Wis. Admin Code PI 34.15(4) (http://docs.legis.wisconsin.gov/code/admin_code/pi/34.pdf)

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**Admission Requirements for Specific Areas in Teacher Education**

**Early childhood-middle childhood, middle childhood-early adolescence, and early childhood-adolescence certification**

(Excepting PETE, SHE, & STEP programs)

Department of Educational Studies
335 Morris Hall; 608.785.8152

The Department of Educational Studies (DES) is committed to preparing teachers who can teach all students in all schools - rural, urban or suburban. The faculty in DES take seriously our commitment to excellence in teacher education and offer programs leading to licensure in early childhood-middle childhood, middle childhood-early adolescence, and early childhood-adolescence.

**Certification areas within the Department of Educational Studies:**

- Early Childhood-Middle Childhood (p. 536) certification (ages birth-11) (EC-MC)
- Middle Childhood-Early Adolescence (p. 538) certification (ages 6-12 or 13) (MC-EA)
- Early Childhood-Adolescence (p. 540) certification (ages birth-21) (EC-A)

**Admission to DES teacher education programs**

The Department of Educational Studies has specific criteria that must be met before being admitted to a program. The process of applying to a DES program is described on the department’s webpage. Students are also required to disclose past criminal offenses (p. 528) in order to be admitted to any teacher education program.

See the Department of Educational Studies (p. 534) for specific admission requirements to the Early Childhood-Middle Childhood, Middle Childhood-Early Adolescence, and Early Childhood-Adolescence teacher education programs. To see the course work for individual programs, visit the Majors tab on the DES page.

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**Physical Education Teacher Education (PETE) certification**

(Early childhood-adolescence, ages birth-21 years)

PETE Program Director: Dr. Amy Tischler, Ph.D.
210 Mitchell Hall; 608.785.6527

Department of Exercise and Sport Science
124 Mitchell Hall; 608.785.8173

www.uwlax.edu/exercise-sport-science/physical-education-teaching

UW-La Crosse has been a state and national leader in preparing physical education teachers for decades. Our graduates, certifiable to teach kindergarten through high school, teach in all 50 states and several foreign countries. Study is broad based, with emphasis on motor skills, fitness, scientific principles, teaching strategies, and program development. The UWL program balances traditional, individual, and fitness activities with non-traditional physical education activities such
as backpacking, ropes courses, and rock climbing. This balance provides students with numerous experiences to enhance their professional development. Because of its exceptional quality, the UW System has identified this program as a Center of Excellence, a designation reserved for high quality undergraduate programs.

**Admission to physical education**

All majors in the Department of Exercise and Sport Science have admission standards and retention and advancement standards. Students are advised to become aware of the application criteria for their major and may refer to program websites for the most detailed information regarding these criteria and procedures. Meeting minimum criteria does not guarantee admission, as the department programs have competitive admission processes. Students are also required to disclose past criminal offenses (p. 528) in order to be admitted to any teacher education program.

See the exercise and sport science: physical education major (p. 426) for specific admission requirements and course work for the PETE Program.

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**School Health Education (SHE) certification**

(early childhood-adolescence, ages birth-21 years)

School Health Education Program Director: Tracy Caravella, Ph.D. 202 Mitchell Hall; 608.785.6788

Department of Health Education and Health Promotion 124 Mitchell Hall; 608.785.8161

www.uwlax.edu/health-education-and-health-promotion/school-health-education

A one-of-a-kind program in Wisconsin, the school health education major is nationally recognized for excellence in preparing certified school health education professionals. Eight faculty, all with doctorates in the field, lead students in assessing, planning, implementing, and evaluating school health education programs through classroom and field experiences. Graduates are certified to teach kindergarten through high school, prepared to coordinate school health education curricula, and experienced in developing health promotion activities for students and faculty. Courses in curriculum development, effective teaching behaviors, stress management, nutrition, physical fitness, human sexuality, alcohol and other drugs, and health promotion are offered. Graduates become professionals who assist others in developing a healthy, active lifestyle primarily within the school setting.

**Admission to school health education**

The school health education major in the Department of Health Education and Health Promotion has admission requirements and other academic policies of which students should be aware. Students may refer to program websites for the most detailed information regarding these criteria and procedures. Students are also required to disclose past criminal offenses (p. 528) in order to be admitted to any teacher education program.

See the school health education major (p. 452) for specific admission requirements and course work for the SHE Program.

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**Secondary Teacher Education Preparation (STEP) teacher certification**

(early adolescence-adolescence, ages 10-21 years)

Program Coordinator: Jennifer Koskiak - 1004 Cowley Hall; 608.785.8385

College of Science and Health - 205 Graff Main Hall; 608.785.8156

College of Liberal Studies - 260 Morris Hall; 608.785.5454

www.uwlax.edu/secondary-teacher-education-preparation

The Secondary Teacher Education Preparation Program (STEP) is a university-wide School of Education (SOE) program committed to preparing knowledgeable, skillful, and professional middle and high school teachers who have the content and pedagogical knowledge to meet the needs of students in a variety of settings. STEP is a collaborative program leading to licensure in early adolescence-adolescence (EA-A) in which teacher candidates earn a bachelors degree in an appropriate content major combined with professional education coursework and multiple field experiences. At UWL, EA-A programs leading to licensure include the following content majors of biology, chemistry, computer science, English, general science (broad field), geography, history, mathematics, physics, political science, social studies (broad field), and sociology. Several content minors are also available for EA-A licensure.

All STEP teacher education candidates must complete one or more teacher certification majors to be eligible for licensure to teach students from 10-21 years of age. In addition to a major, students may choose to complete one or more minors for additional certifications.

In addition, candidates must fulfill the requirements of the STEP education core coursework (35 total credits). Additional DPI statutory requirements may be required. Candidates must maintain a 2.75 combined cumulative grade point average in all certifiable majors, minors, and professional education courses to be eligible for STEP admissions, retention, student teaching, and certification. A combined cumulative grade point average of 3.0 is required for an internship.

Students are also required to disclose past criminal offenses (p. 528) in order to be admitted to any teacher education program.

**College of Liberal Studies: early adolescence-adolescence (ages 10-21) certifiable majors and minors**

**Majors**: English, history, political science, social studies (broad field - option A or option B), sociology

**Minors**: economics, English, French, German studies, history, political science, psychology, sociology, Spanish, special education, teaching English to speakers of other languages (TESOL)

Note: For all social studies majors and minors, EFN 200 and GEO 200 are DPI statutory requirements.

**College of Science and Health: early adolescence-adolescence (ages 10-21) certifiable majors and minors**

**Majors**: biology, chemistry, computer science, general science (broad field - second major only), geography, mathematics, physics

**Minors**: biology, chemistry, computer science, geography, earth science, mathematics, physics
Note: For all science majors and minors, GEO 200 is a DPI statutory requirement.

Teacher education: Secondary Teacher Education Preparation (STEP) admission to program policy
(early adolescence-adolescence only)

Phase I: pre-application
Prior to submitting an application (http://www.uwlax.edu/Secondary-Teacher-Education-Preparation/Admission) to STEP candidates must meet the following criteria:

- Complete or concurrent enrollment in EDS 203, EDS 206, and PSY 212 (or equivalent).
- Complete ENG 110 or ENG 112 with a grade of "C" or higher.
- Complete a minimum of 40 earned credits (including transfer credits) with a 2.75 combined cumulative grade point average.
- Satisfy the basic skills testing requirement (p. 530). UWL must receive an official score report sent from ETS to the university.

Phase II: step application
Submit an electronic application (http://www.uwlax.edu/Secondary-Teacher-Education-Preparation/Admission) containing the following materials to the STEP Admission Committee by 4:30 p.m. by the fourth Monday of each semester:

1. Current resume
2. Teacher candidate recommendation references - submit the names and contact information of two professional references. The STEP Admission Committee will send the references a teacher candidate recommendation form. The form is designed to assess the candidate's qualifications for STEP admission.
3. Unofficial transcript
4. Educational experience reflection paper based on PHASE I coursework.

Phase III: step interview
Approximately two weeks following submission of the online application materials, STEP candidates meeting Phase I and II criteria will be contacted via e-mail to arrange the interview portion of the application process. Meeting the minimum eligibility criteria does not guarantee an interview.

Phase IV: step admission
Resources available limit the number of students admitted. Not all students completing the application process are admitted to STEP. Admission decisions will be sent to students via e-mail within one month following the application deadline.

Phase V: appeal and reapplication policy
Students who do not meet either the minimum GPA or the basic skills testing requirement (p. 530) (but not both) may appeal Phase I. A student must submit an appeal packet at least 30 days before the application deadline to the STEP Admission Committee containing:

1. Written statement of appeal identifying the requirement being appealed, reason(s) why the requirement was not satisfied, and why the committee should approve a waiver in this case.
2. Two letters of support from faculty/staff or other professionals who can address the issue being appealed.

Students who are not admitted may appeal the admission decision by submitting a letter of appeal to the STEP Admission Committee by November 1 for fall applicants and April 1 for spring applicants. The student may be asked to meet with the STEP Admission Committee as part of the appeal process. Students will be notified of the appeal decision in a timely manner. The appeal decision is final. Students may reapply to the STEP Program at any time during their academic career at UWL.

Teacher education: Secondary Teacher Education Preparation (STEP) educational core coursework
36 core credits required as follows:

Courses required before admission into STEP (see Phase I in STEP admission)

- PSY 212 Lifespan Development 3
- EDS 203 School, Society, and Teachers 2 3
- EDS 206 Multicultural Education 2 3

Additional courses required for STEP

- EDS 309 Education in a Global Society 2
- EDS 319 Teaching with Integrated Technology I 2
- PSY 370 Educational Psychology 3

Courses requiring admission to STEP before registration

- EDS 351 Language, Literacy, and Culture in the Secondary Classroom 4
- SPE 401 Introduction to Exceptional Individuals 3
- EDS 492 Student Teaching Seminar 1
- EDS 494 Student Teaching: Early Adolescence-Adolescence/Early Childhood Adolescence or EDS 495 Teaching Internship 12
- EDS 494 Student Teaching: Early Adolescence-Adolescence/Early Childhood Adolescence 12

Total Credits 36

1 Additional coursework required for each certifiable major and/or minor. See content majors for more information.
2 General education course

Educational Studies Department (EDS)

Department of Educational Studies
Interim Department Chair: Adrienne Loh
335 Morris Hall; 608.785.8275
Email: aloh@uwla.edu

Department of Educational Studies main office
335 Morris Hall; 608.785.8132
www.uwlax.edu/educational-studies

Few professions offer the challenges, satisfactions, and rewards available in a teaching career. One's individuality and creativity are cultivated in the exciting processes of creating opportunities for learning. The joy of watching people learn, whether children, adolescents, or young adults, is a benefit of this profession. The Department of Educational Studies (DES) at UW-La Crosse, through...
the School of Education, Professional and Continuing Education, offers programs that lead to licensure by the Wisconsin Department of Public Instruction.

Programs within the Department of Educational Studies

- Early Childhood-Middle Childhood Education Program (ages birth-11) (early childhood-middle childhood certification, abbreviated EC-MC)
- Middle Childhood-Early Adolescence Education Program (ages 6-12 or 13) (middle childhood-early adolescence certification, abbreviated MC-EA)
- Requires completion of a minor: biology, chemistry, computer science, earth science, English, French, general science, geography, German studies, history, mathematics, physics, political science, school health education, social studies, sociology, Spanish, special education, teaching English to speakers of other languages (TESOL)
- Early Childhood-Adolescence Program (ages birth-21) (early childhood-adolescence certification, abbreviated EC-A)
  - Requires major in art, French¹, German studies¹, music (general, choral, or instrumental), Spanish¹

¹ Minors in French, German studies, and Spanish are certifiable at the early adolescence-adolescence developmental range only, unless another language is completed as a major. If a language major and language minor are completed, both languages may be certifiable at the early childhood-adolescence range.

Educational Studies admission to program policy

Students interested in completing a teacher education program at UW-La Crosse may declare a teacher education major and be assigned an advisor in their program at any point in their career at UW-La Crosse. However, students must apply for and be accepted into the program in order to register for certain education courses, progress to a degree, and complete licensure requirements. The admission policies listed below pertain to programs within the Department of Educational Studies (DES), which include:

- Early Childhood-Middle Childhood Education (EC-MC) major (ages birth-11)
- Middle Childhood-Early Adolescence Education (MC-EA) major (ages 6-13), with a certifiable minor
- Early Childhood-Adolescence (EC-A) Programs (ages birth-21), with a major in art, music, French, German studies, or Spanish

Although applicants apply after at least 24 credits are earned, applicants can only be officially admitted to the Department of Educational Studies teacher education programs after the completion of 40 credits. Students are also required to disclose past criminal offenses (p. 528) to be admitted to any teacher education program.

Applicants must meet the following minimum criteria in order to apply for admission:

1. **Basic skills test:** Applicants must have passing scores on a basic skills test (p. 530) in order to apply to a teacher education program.
2. **Preliminary course work:** EC-MC and MC-EA applicants must have a minimum of 24 credits in which grade points have been earned (including transfer credits). EC-A applicants must have a minimum of 40 credits in which grade points have been earned (including transfer credits). All applicants to DES programs must have successfully completed EDS 203, or have successfully completed and/or be concurrently enrolled in EDS 203 and EDS 206 at the time of application for admission in order to apply.

3. **Combined cumulative grade point average:** EC-MC and MC-EA applicants must have earned a combined cumulative GPA of 2.85 in all academic work taken prior to applying for admission. EC-A applicants must have earned a combined cumulative GPA of 2.75. Combined cumulative GPAs include transfer grade points averaged with grade points earned at UWL. For applicants with prior post-secondary degrees, the grades from the entire previous course of study will be included in the combined cumulative GPA.

Other factors that may be considered in admissions decisions:

1. **Writing statement:** EC-MC and MC-EA applicants must submit a writing statement based on a prompt supplied in the application for admission (see "admission requirements" on the Department of Educational Studies website (http://www.uwlax.edu/Educational-Studies) for the specific prompt).
2. **Progress through professional course work (EDS 203, EDS 206, EDS 308, EDS 311):** EC-MC and MC-EA applicants only - Courses completed or in progress may be considered when there are more applicants for admission than class sizes allow.
3. **Experience working with children:** EC-MC and MC-EA applicants may be asked to describe their experience working with children and/or to provide contact information for references. (See "Admission Requirements" on the Department of Educational Studies website (http://www.uwlax.edu/Educational-Studies) for specifics on what information will need to be supplied in the application for admission.)

4. **Request for an admission waiver:** Applicants who have significant extenuating circumstances that prevent them from meeting one of the admission criteria above may provide a detailed letter (in addition to the other required information) requesting that the criteria be waived and documenting why they should still be considered for admission. Documentation should include evidence to support the request for consideration (example: attempted number of times basic skills tests have been taken and past basic skills test scores). Applicants must also provide contact information for one reference who can support their request and who can speak to their ability to be successful in the DES teacher education program. A request for a waiver is not a guarantee of admission. Waivers will be considered depending on space availability, the nature of the request, and the likelihood for success in the program as evaluated by the admissions committee.

Application procedures

Students who meet the criteria described above may fill out the DES admission application (http://www.uwlax.edu/Educational-Studies) under “Admission Requirements” on the DES web site. Additional information, including contact information for the Admission Committee Chair is also available on the web site.

Applications must be completed and submitted by 4:00 p.m. on the Friday of the third week of the fall or spring semester. Late or incomplete applications will not be considered. Admission decisions will be sent to applicants via e-mail no later than Friday of the eighth week of each semester. Any applicant who changes major or licensure track must reapply for admission. Readmission will be based on current admission criteria.

**Notice to potential teacher candidates:**
Students should be aware that the Department of Public Instruction is specific in its requirements about the content of both general education and professional education; therefore, prospective teacher education candidates should work closely with an advisor from the outset of their studies at the university. Completion of Department of Public Instruction requirements for licensure may take longer than four academic years.

General education writing emphasis
This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (p. 59).

2016-17 Faculty/Staff
The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Interim Department Chair
Adrienne Loh

Professor
Carol Angell

Associate Professor
Ann Epstein
Yuko Iwai
Joyce Shanks
Gary Willhite

Assistant Professor
J. Scott Baker
Alyssa Boardman
James Carlson
Wen-Chiang Chen
Judith Harrington
Lema Kabashi
Roi Kawai
Heidi Masters
Joshua Miller
Leslie Rogers
Dawn Rouse
Ann Yehle

Senior Lecturer
Barbara Gander

Lecturer
Daniel Green

Administrative Support
Lisa Armstrong

Majors
- Early Childhood-Middle Childhood (EC-MC) education program (ages birth - 11) - BS (p. 536)
- Middle Childhood-Early Adolescence (MC-EA) education program (ages 6 - 12 or 13) - BS (p. 538)
- Early Childhood-Adolescence (EC-A) program (ages birth - 21) (p. 540)

Minors
- Special education program (p. 541) (includes degree seeking minor and add-on certification tracks)
- General science minor (middle childhood-early adolescence) (p. 543)
- Social studies minor (middle childhood-early adolescence) (p. 543)

Early Childhood-Middle Childhood Education Program (ages birth - 11) - Bachelor of Science (BS)
The primary purpose of the Early Childhood-Middle Childhood Education Program is to advance teaching and learning while preparing teacher leaders for a global society. Our teacher preparation program, in collaboration with our public school partners, contributes to the teaching profession by producing teachers who believe that all students have the ability to achieve high standards, who adapt their teaching to reach all students, and who respect the diversity of all students. We prepare teacher candidates to become teachers who ground curriculum in the lives of students; who embrace multicultural perspectives and uphold just teaching practices; value academically rigorous curriculum; and are culturally sensitive. Our graduates are reflective practitioners who continuously improve their abilities and are responsive to best practices.

Major requirements
Admission requirements (p. 534)
Candidates completing this program earn a regular classroom teaching certification at the Early Childhood through Middle Childhood (EC-MC) developmental range (ages birth through 11). Candidates must fulfill the requirements below to be eligible to apply for licensure to teach students from birth through 11 years of age.

Required general education courses (20 credits)
- GEO 200 Conservation of Global Environments 3
- MTH 135 Mathematics for Elementary Teachers I 4
- MTH 136 Mathematics for Elementary Teachers II 4
- EDS 203 School, Society, and Teachers 3
- EDS 206 Multicultural Education 3
- HED 207 Youth Health Issues 3
Degree requirements

All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

- General education (p. 59)
- Baccalaureate degree requirements (p. 537)

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 52).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student’s actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/
Academic career. Actual degree plans may differ.

This sample degree plan does not establish a contractual agreement. It identifies the minimum requirements a student must successfully complete, to qualify for a degree, in a format intended to assist the student plan their academic career. Actual degree plans may differ.

Note: at least 40 credits of the 120 credits required must be earned at the 300/400 level.

**General Education Program**

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring).

Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 59) for more specific details.

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**Middle Childhood-Early Adolescence Education Program (ages 6 - 12 or 13) - Bachelor of Science (BS)**

The primary purpose of the Middle Childhood-Early Adolescence Education Program is to advance teaching and learning while preparing teacher leaders for a global society. Our teacher preparation program, in collaboration with our public school partners, contributes to the teaching profession by producing teachers who believe that all students have the ability to achieve high standards, who adapt their teaching to reach all students, and who respect the diversity of all students. We prepare teacher candidates to become teachers who ground curriculum in the lives of students; who embrace multicultural perspectives and uphold just teaching practices; value academically rigorous curriculum; and are culturally sensitive. Our graduates are reflective practitioners who continuously improve their abilities and are responsive to best practices.

### Major requirements

Admission requirements (p. 534)

Candidates completing this program earn a regular classroom teaching certification at the Middle Childhood through Early Adolescence (MC-EA) developmental range (ages 6-12 or 13). Candidates must fulfill the major requirements below and the requirements for a certifiable minor to be eligible to apply for licensure to teach students from 6-13 years of age.

Minors in biology, chemistry, computer science, earth science, English, general science, geography, history, mathematics, physics, political science, social studies, and sociology are core subject areas and do not require the completion of additional requirements for certification.

Minors in French, German Studies, school health education, Spanish, special education, and teaching English to speakers of other languages (TESOL) are not core subject areas and require the completion of additional requirements for certification. See the minor program descriptions or contact the College of Liberal Studies Academic Services Office for more information.

### Required general education courses (29 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 200</td>
<td>Conservation of Global Environments</td>
</tr>
</tbody>
</table>
All students must complete the general education, college core (waived for teacher certification programs), major/minor, and university degree requirements in order to qualify for a degree. The easiest way to track all of these requirements is to refer to the Advisement Report (AR) found in the Student Information System (WINGS) Student Center. All enrolled students have access to the AR.

### General education (p. 59)

- **Baccalaureate degree requirements (p. 539)**

### Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. ).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

### Sample degree plan

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses may not be offered every term. Review the course descriptions or the class timetable (http://www.uwlax.edu/Records/registration) for course offering information.

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use the Advisement Report (AR) in WINGS (https://wings.uwlax.edu/psp/cprod/?cmd=login&amp;languageCd=ENG&amp;) and work closely with their faculty advisor(s) and college dean’s office to ensure declaration and completion of all requirements in a timely manner.

### General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student’s program of study. Gen Ed courses

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### Required courses

- **MTH 135** Mathematics for Elementary Teachers I 4
- **MTH 136** Mathematics for Elementary Teachers II 4
- **Choose one POL course:** 3
  - **POL 101** American National Government
  - **POL 102** State and Local Government
- **EDS 203** School, Society, and Teachers 3
- **EDS 206** Multicultural Education 3
- **ART 302** Visual Language in the Global Classroom 3
- **MUS 317** Musical Classroom 3
- **HED 207** Youth Health Issues 3

### Recommended general education course

- **PHY 106** Physical Science for Educators 4

### Requirements in professional education (42 credits)

Courses not requiring admission to teacher education:

- **EDS 308** Foundations of Literacy 3
- **EDS 309** Education in a Global Society 2
- **EDS 311** Curriculum and Pedagogy for Early Childhood-Middle Childhood/Middle Childhood-Early Adolescence 3
- **EDS 319** Teaching with Integrated Technology I 2
- **PSY 212** Lifespan Development 3
- **PSY 370** Educational Psychology 3

Courses requiring admission to teacher education:

- **EDS 402** Field Experience I: Early Childhood-Middle Childhood/Middle Childhood-Early Adolescence 1
- **EDS 412** Teaching Reading and Literacy: Early Childhood-Middle Childhood/Middle Childhood-Early Adolescence 1
- **EDS 413** Teaching Social Studies: Early Childhood-Middle Childhood/Middle Childhood-Early Adolescence 1
- **EDS 421** Teaching General Science Methods: Early Childhood-Middle Childhood/Middle Childhood-Early Adolescence 2
- **EDS 422** Teaching Mathematics Methods: Early Childhood-Middle Childhood-Early Adolescence 2
- **EDS 445** Field Experience II: Early Childhood-Middle Childhood/Middle Childhood-Early Adolescence 2
- **EDS 452** Teaching in Schools 3
- **EDS 463** Designing Instruction and Ongoing Assessment for Diverse Learners 3
- **SPE 401** Introduction to Exceptional Individuals 3

### Student Teaching (12 credits)

- **EDS 492** Student Teaching Seminar 1
- **EDS 493** Student Teaching: Early Childhood-Middle Childhood/Middle Childhood-Early Adolescence 11
- **or EDS 495** Teaching Internship 1

1 taken concurrently
2 taken concurrently

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may be taken during winter term (January between the semesters) and
summer to reduce the course load during regular terms (fall and spring).
Students should consult with their advisor and/or the assistant to the
dean of their college for assistance with course and schedule planning.
Refer to the general education requirements (p. 59) for more specific
details.

Note: at least 40 credits of the 120 credits required must be earned at
the 300/400 level.

This sample degree plan does not establish a contractual agreement. It
identifies the minimum requirements a student must successfully complete,
to qualify for a degree, in a format intended to assist the student plan their
academic career. Actual degree plans may differ.

<table>
<thead>
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<th>Credits</th>
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<td>MTH 135 (Gen Ed Math)</td>
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<td>EDS 206 (Gen Ed Minority Cultures)</td>
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<td>CST 110 (Gen Ed Literacy-Oral)</td>
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<td>MTH 136 (Gen Ed Math/Logical Systems)</td>
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<td>PHY 106 (Gen Ed Natural Lab Science - Physical)</td>
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<td>PSY 370</td>
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<td>Gen Ed Hum-Lit</td>
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<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 421</td>
<td>3</td>
<td>EDS 492</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EDS 422</td>
<td>2</td>
<td>EDS 493</td>
<td>11</td>
<td></td>
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<tr>
<td>EDS 463</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 452</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Course</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 445</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 127

1 Admission to teacher education requires a 3.0 GPA and passing
basic skills test scores. See the MC-EA Admissions (http://
www.uwlax.edu/Educational-Studies/MC-EA-admission) website for
details.
2 Each candidate must also complete a minor (19-28 credits). The list
of certifiable minors (http://www.uwlax.edu/Educational-Studies/
Middle-Childhood-Early-Adolescence-(MC-EA-Certification)-Program)
is online.
3 See the Office of Field Experience (http://www.uwlax.edu/30/33/teacher-candidates) for details about applying to student teaching.

### Early Childhood through Adolescence (EC-A) (ages birth-21) Program

The primary purpose of the Early Childhood-Adolescence (EC-A)
Program is to advance teaching and learning while preparing teacher
leaders for a global society. Our teacher preparation program, in
collaboration with our public school partners, contributes to the
teaching profession by producing teachers who believe that all students
have the ability to achieve high standards, who adapt their teaching to
reach all students, and who respect the diversity of all students. We
prepare teacher candidates to become teachers who ground curriculum
in the lives of students; who embrace multicultural perspectives and
uphold just teaching practices; value academically rigorous curriculum;
and are culturally sensitive. Our graduates are reflective practitioners
who continuously improve their abilities and are responsive to best
practices.

Certifiable majors include: art, French, German studies, music-general,
music-choral, music-instrumental, and Spanish.

Minors in French, German studies, and Spanish are certifiable at the
early adolescence – adolescence developmental range only, unless
another language is completed as a major. If a language major and
language minor are completed, both languages may be certifiable at the
early childhood – adolescence range.

### Major requirements

Admission requirements (p. 534)

Candidates must fulfill the requirements below and one or more
certifiable majors to be eligible to apply for licensure to teach students
from birth to 21 years of age. In addition to the major, students may
choose to complete one or more minors to obtain further certifications.

Certifiable majors include: art, French, German studies, music-general,
music-choral, music-instrumental, and Spanish.

1 Minors in French, German studies, and Spanish are certifiable at the
early adolescence – adolescence developmental range only, unless
another language is completed as a major. If a language major and
language minor are completed, both languages may be certifiable at the
early childhood – adolescence range.

### General education requirements (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 101</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>or POL 102</td>
<td>State and Local Government</td>
<td></td>
</tr>
<tr>
<td>EDS 203</td>
<td>School, Society, and Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDS 206</td>
<td>Multicultural Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Allied fields requirements (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 212</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
</tbody>
</table>
must accomplish the following:

Candidates for the Bachelor of Arts or the Bachelor of Science degrees

Baccalaureate degree requirements

Candidates for the Bachelor of Arts or the Bachelor of Science degrees must accomplish the following:

1. Fulfill the general education requirements.
2. Complete at least one ethnic studies (diversity) course.
3. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college. (No substitutions for graduation may be made in course requirements for a major or minor after the fourth week of the last semester of the senior year.)
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. At least 40 credits must be earned in 300/400 (senior college) level courses. Courses earned at the 100/200 level that transferred to UWL as 300/400 level courses do not apply to this requirement nor do courses from two-year schools.
5. Complete major and minor requirements with at least a 2.00 GPA in each major and minor (and concentration or emphasis, if selected).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 541).)
7. Submit an application for graduation via the "Apply for Graduation" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence.

December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum in order to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

No degree will be awarded unless all requirements are fulfilled and recorded within 30 days after the official ending date of each term.

Special Education Program

The special education minor prepares teacher education candidates to earn a Cross-Categorical Special Education Certification (#801). Teacher candidates choose an emphasis area within the fields of Cognitive Disabilities (CD), Emotional Behavior Disorders (EBD), or Specific Learning Disabilities (SLD). Certification courses generally follow a fall-only or spring-only course delivery model at the undergraduate level. Candidates may choose between two developmental ranges: middle childhood-early adolescence (MC-A) (ages 6-13 years) or early adolescence-adolescence (EA-A) (ages 11-21 years). Early childhood-adolescence (EC-A) candidates may choose to complete the special education certification at the EA-A developmental range. All candidates must apply for admission to the special education minor separately from other teacher education programs.

The special education minor is comprised of the following program tracks:

1. Undergraduate degree-seeking certification minor
2. Undergraduate non-degree-seeking (add-on) certification sequence

Note: Federal financial aid is not available for students pursuing an add-on teaching certification. Private educational loan opportunities are also limited for non-degree seeking students.

Minor requirements

The special education minor has two tracks for which candidates may seek admission at the undergraduate level:

• Degree-seeking minor and
• Non-degree-seeking add-on certification.

The special education minor track is for undergraduate degree-seeking candidates completing a traditional undergraduate major and minor course sequence. The non-degree-seeking add-on track is for candidates who have already completed an undergraduate degree in education and hold or are eligible to hold a Wisconsin teaching license.

Please choose the appropriate program track when applying for admission, as applying for the wrong track may cause a delay in your admission.

Admission

Degree seeking:

Degree seeking teacher education candidates that desire to earn cross-categorical special education certification must complete a separate application for admission to the special education minor. Candidates must be admitted to a teacher education major program in order to be admitted into the degree-seeking special education minor. However, candidates may apply for admission to the minor in the same semester.
as application to the major program. Admission to a Department of Educational Studies major (Middle Childhood-Early Adolescence Education), program (Early Childhood-Adolescence), or Secondary Teacher Education Program (STEP, Early Adolescence-Adolescence) does not guarantee admission to the Special Education Program.

Application Requirements:

• Candidates must meet all of the requirements for admission to a teacher education major program (MC-EA, EC-A, or STEP).
• Candidates must have at least 25 hours of experience working directly with individuals with exceptionalities. All experience should occur after high school graduation. The age level of individuals is not limited (birth through adult is acceptable); however, experience within the developmental range of certification is highly encouraged. Candidates must upload a document showing at least 25 hours of experience with individuals with disabilities with a verifying signature and signer’s contact information at the time of application for admission to the minor.
• Candidates must include a Statement of Intent that speaks to their rationale for choosing a special education minor at UWL. Statements should be no longer than two pages, double spaced using 12-point font. This statement must be uploaded at the time of application for admission to the minor.

Extenuating circumstances:

On occasion, a student may have significant extenuating circumstances that prevent them from meeting one of the admission criteria listed above or in the major program admission requirements. These applicants should provide a request for consideration with their online application. The request for consideration should include:

• A detailed letter documenting why the applicant should still be considered for admission. Documentation should include evidence to support the request for consideration (for example, why the GPA requirement was not met).
• Contact information for two individuals who can support the applicant’s request for consideration and who can speak to the applicant’s ability to be successful in the Special Education Program. The contact information should be added to the end of the letter requesting consideration, and this document must be uploaded at the time of application for admission to the minor. The contact information should include, at a minimum the following:
  a. Name of contact person
  b. Phone number
  c. Address
  d. Email
  e. Information on how the contact knows the applicant

Special Education Program applications are accepted during the third week of each semester. All application materials (http://www.uwlax.edu/Educational-Studies/SPE-minor-admission) are due by 4:00 pm on the Friday of the third week each semester. Incomplete applications will not be accepted.

Non-degree seeking add-on:

Non-degree seeking teacher education candidates that desire to earn a cross-categorical special education add-on certification must apply for admission to the Special Education Program. All application materials must be submitted to the Special Education Program Director for admission consideration. Special Education Program applications (http://www.uwlax.edu/Educational-Studies/SPE-Add-on-requirements) are electronic and accepted on a rolling admission basis. Complete details, including requirements for admission, are available in the Department of Educational Studies (http://www.uwlax.edu/Educational-Studies).

Curriculum

(38 credits)

All core courses are required for each certification option.

Core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 308</td>
<td>Foundations of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>SPE 401</td>
<td>Introduction to Exceptional Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SPE 424</td>
<td>Classroom Management and Positive Behavior Practices</td>
<td>3</td>
</tr>
<tr>
<td>EDS 463</td>
<td>Designing Instruction and Ongoing Assessment for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPE 431</td>
<td>Language Development and Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPE 440</td>
<td>Collaboration and Transition: From School to Community</td>
<td>3</td>
</tr>
<tr>
<td>SPE 452</td>
<td>Individual Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPE 461</td>
<td>Clinical in Special Education</td>
<td>2</td>
</tr>
<tr>
<td>Cross categorical special education professional practice courses</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 38

Professional practice option 1: Middle Childhood-Early Adolescence (MC-EA)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 446</td>
<td>Methods in Cross-Categorical Special Education-Middle Childhood/Early Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SPE 483</td>
<td>Student Teaching Cross-Categorical Special Education: Middle Childhood-Early Adolescence</td>
<td>11</td>
</tr>
<tr>
<td>SPE 430</td>
<td>Seminar in Special Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits 15

Professional practice option 2: Early Adolescence-Adolescence (EAA)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 447</td>
<td>Methods in Cross-Categorical Special Education-Early Adolescence/Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SPE 484</td>
<td>Student Teaching Cross-Categorical Special Education: Early Adolescence-Adolescence</td>
<td>11</td>
</tr>
<tr>
<td>SPE 430</td>
<td>Seminar in Special Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits 15

All certification coursework must be completed prior to the professional practice semester. Candidates must also earn passing scores on the Middle School Content Knowledge test (Praxis Subject Assessment test #5146) and the Wisconsin Foundations of Reading test (FoRT), complete self-report criminal background check documents, complete the pre-student teaching portfolio prior to student teaching, and the post-student teaching electronic portfolio benchmark requirement.

Degree-seeking candidates must have a combined cumulative grade point average (CGPA) of at least 2.75 in order to enroll in the student teaching semester.

Non-degree-seeking candidates must have a 2.75 GPA in the special education coursework in order to enroll in the student teaching semester.
### General Science Education Minor (Middle Childhood-Early Adolescence)

The **general science minor** provides teacher candidates with a broad exposure and study of the fields associated with science education. Candidates take courses from a variety of departments to investigate areas including biology, chemistry, earth science, and physics. Candidates also investigate what it means to be a leader in elementary and middle level science education.

#### Minor requirements

(Middle childhood-early adolescence)

- **26 credits**

**Required courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Biology for the Informed Citizen</td>
<td>4</td>
</tr>
<tr>
<td>or BIO 105</td>
<td>General Biology</td>
<td></td>
</tr>
<tr>
<td>CHM 100</td>
<td>Contemporary Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>or CHM 103</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CI 461</td>
<td>Leadership for Elementary/Middle Science Education</td>
<td>3</td>
</tr>
<tr>
<td>ESC 101</td>
<td>Earth Environments</td>
<td>4</td>
</tr>
<tr>
<td>PHY 106</td>
<td>Physical Science for Educators</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 103</td>
<td>Fundamental Physics I</td>
<td></td>
</tr>
<tr>
<td>or PHY 125</td>
<td>Physics for the Life Sciences</td>
<td></td>
</tr>
<tr>
<td>PHY/AST 155</td>
<td>Solar System Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY/AST 160</td>
<td>Stars, Galaxies and the Universe</td>
<td></td>
</tr>
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</table>

**Electives:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 203</td>
<td>Organismal Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Animal Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 307</td>
<td>Ecology</td>
<td></td>
</tr>
<tr>
<td>CHM 104</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHM 250</td>
<td>Introduction to Organic and Biochemistry</td>
<td></td>
</tr>
<tr>
<td>ESC 211</td>
<td>Global Warming and Climate Change</td>
<td></td>
</tr>
<tr>
<td>ESC 221</td>
<td>Introduction to Climate Systems</td>
<td></td>
</tr>
<tr>
<td>ESC 222</td>
<td>Landforms: Processes and Regions</td>
<td></td>
</tr>
<tr>
<td>ESC 422</td>
<td>Meteorology and Weather Forecasting</td>
<td></td>
</tr>
<tr>
<td>ENV 201</td>
<td>Introduction to Environmental Studies</td>
<td></td>
</tr>
<tr>
<td>MIC 230</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>PHY 104</td>
<td>Fundamental Physics II</td>
<td></td>
</tr>
<tr>
<td>PHY 142</td>
<td>Navigating Global Nuclear Issues</td>
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</tr>
<tr>
<td>PHY 250</td>
<td>Modern Physics</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 26

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### Social Studies Education Minor (Middle Childhood-Early Adolescence)

The **social studies minor** provides teacher candidates with a broad exposure and study of the fields broadly associated with social studies. Candidates take courses from a variety of departments to investigate areas including archeology, economics, history, geography, political science, and sociology. Candidates also investigate local cooperatives and how they operate.

#### Minor requirements

(Middle childhood-early adolescence)

- **25 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 210</td>
<td>Survey of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIS 321</td>
<td>Wisconsin History</td>
<td>3</td>
</tr>
<tr>
<td>GEO 110</td>
<td>World Cultural Regions</td>
<td>3</td>
</tr>
<tr>
<td>or GEO 201</td>
<td>Geography of United States and Canada</td>
<td></td>
</tr>
<tr>
<td>ARC 100</td>
<td>Archaeology: Discovering Our Past</td>
<td>3</td>
</tr>
<tr>
<td>SOC 202</td>
<td>Contemporary Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>POL 101</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 102</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>EFN 200</td>
<td>Cooperatives</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credits**: 25
Murphy Library

Murphy Library Director: Catherine Lavallée-Welch
110 Murphy Library; 608.785.8805
Email: clavallee-welch@uw lax.edu

University Business Specialist Supervisor: Ingrid Iverson
111 Murphy Library, 608.785.8520
Email: iiverson@uw lax.edu

1631 Pine St, La Crosse, WI 54601
608.785.8505 (general number)
608.785.8639 (fax)
Email: libraryoffice@uw lax.edu

www.uwlax.edu/murphylibrary

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Departments/units (p. 544)  Mission & values (p. 544)
Services to students (p. 544)

Murphy Library is the campus center for academic inquiry. The library provides access to a vast and diverse collection of electronic and print resources; facilities designed to accommodate a flexible manner a variety of learning needs; technologies that complement and enhance the acquisition, synthesis and use of information; and staff to help students find and use the quality information they need.

Departments/units
Library Department (p. 545)

Mission & values
Mission statement
Murphy Library is integral to student success at the University of Wisconsin-La Crosse. The library provides a dynamic and diverse learning environment centered on the core principles of service, stewardship, information literacy and equity of access. Exemplifying these principles, this teaching library carefully manages information resources that support and promote excellence in academic study and research, success in teaching and learning, and intellectual and cultural exploration. Murphy Library additionally serves the greater community as a regional information center.

Values statement
To fulfill the Library's mission, the Library Director, Library Department and staff uphold the following values:

People
We value library users and are committed to providing a consistently high level of services to all: students, faculty, staff, and community members. We believe in open communication and treating users and library colleagues with courtesy and respect. We respect the confidentiality of users' information requests and library records.

Access
We provide the greatest access possible to information in various formats, in collaboration with faculty, to support the instructional and research-related fields of the university curriculum. We share library resources through interlibrary loan and cooperative ventures with other libraries. We organize collections and manage digital and physical access for ease of retrieval by a diverse group of on- and off-campus users.

Inquiry
As a teaching library, we promote critical thinking and exploration by teaching students and other users information literacy skills for university work and lifelong learning. We treasure the ideals of free speech and unfettered inquiry.

Diversity
We support an understanding and appreciation of diversity through collections and information access, services, the instruction program and staff. Read our full diversity statement (http://www.uwlax.edu/MurphyLibrary/About-the-library/Diversity).

Innovation
We embrace an environment of continuous change leading to new and improved library technologies, products and services.

Stewardship
We utilize funding responsibly and seek cooperative arrangements with other libraries to maximize the benefits for library users. We maintain our collections, a secure facility, and a healthful environment for current and future users. We preserve the local cultural heritage by collecting regional materials.

Services to students
• Resources
  • Databases and journals
  • Books and multimedia
  • University archives
  • La Crosse history
  • Rare books
  • Digital collections
  • Alice Hagar Curriculum Center
  • Government collections and depository
  • Guides and reference materials

• Services
  • Interlibrary loan
  • UW System resource sharing
  • Consulting a librarian (by appointment, walk-up, phone, email, chat, text)
    • Research help/guidance
    • Use of technology
    • Borrowing materials
    • Reserving materials or room
    • Tutorials and videos on using a library and researching
• Tours
• Purchase recommendations
• Materials on reserve
• Technology
  • PC and Mac computers
  • B/W and color printing
  • Scanner
  • Laptops and iPads for check-out
  • Roll-over monitors
  • Smart board
  • Scientific calculators
  • Adaptive technology like keyboard and mouse
• Spaces
  • Collaborative Learning Commons on the ground floor
  • Quiet second floor and basement
  • Group study rooms
  • Study carrels
  • Silent study room
  • Murphy’s Mug café

Library Department

Murphy Library
Department Chair: Michael Current
124 Murphy Library; 608.785.8739
Email: mcurrent@uwla.edu
www.uwlax.edu/murphylibrary/

The faculty who comprise the Library Department endorse and embrace the framework for information literacy - the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning. In managing the collections and services of Murphy Library, library faculty collaborate closely with other departments to ensure that students develop the skills to efficiently identify and effectively utilize high quality, relevant, and appropriate information resources. Information literate students learn to not only navigate but also participate in the realm of scholarly communication and discourse.

The Library Department’s expanding array of teaching modalities include the management of collections of information resources selected specifically for their curricular relevance; direct classroom instruction for hands-on learning through lessons typically designed in support of specific course assignments; on-demand and by-appointment research consultation services offered directly to students; and the development and management of targeted guides and tutorials on superior information resources, tools, and strategies. Such teaching activities lead directly to student learning and success across academic disciplines, and they lay the groundwork for a lifetime as an educated and well-informed citizen.

2016-17 Faculty/Staff

Professor
Catherine Lavallée-Welch

Associate Professor
John Jax
Stefan Smith

Assistant Professor
Paul Beck
Michael Current
Katie Fox
Teri Holford-Talpe
Liz Humrickhouse-Lee
Heather Jett
David Mindel

Distinguished Academic Librarian
William Doering

Associate Academic Librarian
Laura Godden

University Staff
Mark Beckerjeck
Kevin Dinsmore
Ingrid Iverson
Amber Leibundgut-Peterson
Marc Manke
Dirck Nagy
Michael Olson
Terrence Stika
Dwayne Webb
Accountancy (ACC) - Courses

Courses

ACC 221 Cr.3
Accounting Principles I
An introduction to accounting as an information system. Emphasis is on reporting to external constituencies: investors and creditors. Topics include recording economic activities of the firm and the resultant financial reports, time value of money concept and its applications to financial reporting. Prerequisite: students must have successfully completed a minimum of 12 credit hours. Offered Fall, Winter, Spring, Summer.

ACC 222 Cr.3
Accounting Principles II
Emphasis is on reporting to internal constituencies: managers in all functional areas of the firm. An introduction to accounting principles used to prepare internal financial reports used for management decision-making. Topics include cost determination and flow, cost-volume-profit analysis, absorption and variable costing, capital budgeting, and cash flow analysis. Prerequisite: ACC 221 completed with a grade of "C" or better. Offered Fall, Winter, Spring, Summer.

ACC 235 Cr.3
Survey of Accounting
Basic accounting principles and procedures: the accounting equation, analysis of transactions and accounting cycle. Introduction to financial, managerial and tax accounting concepts and procedures for non-profits and governmental entities. Prerequisite: students must have successfully completed a minimum of 12 credit hours. Not open to students in the College of Business Administration. Offered Occasionally.

ACC 301 Cr.3
Taxation for Non-Accountants
An introduction to the basic concepts of many types of taxes affecting the individual with primary emphasis placed on federal income tax. Selected other taxes studied include property taxes, sales taxes, payroll taxes, gift and estate taxes. Prerequisite: admission to business. Not open for credit for accountancy majors. Offered Spring.

ACC 321 Cr.4
Intermediate Accounting I
Course is designed for students considering an accounting major or minor. The course involves the intensive study of both theory and practice, as it relates to the preparation and analysis of the balance sheet, income statement, retained earnings statement, and cash flow statement. Topics include but are not limited to, current assets, fixed assets, intangible assets, current liabilities, and long-term liabilities. Prerequisite: ACC 221. Offered Fall, Spring.

ACC 322 Cr.3
Intermediate Accounting II
An extension of the theory and application of accounting principles involved in the financial analysis of assets, liabilities and owners equity of the accounting entity. Problem areas in accounting and financial reporting are emphasized. Prerequisite: ACC 321; admission to business. Offered Fall, Spring.

ACC 324 Cr.3
Practical Applications of International Financial Reporting Standards (IFRS)
This course provides students with exposure to the most commonly used International Financial Reporting Standards (IFRS). While this course is not intended to be a comparison to US GAAP, certain of the IFRS will be addressed in the context of US GAAP to demonstrate how the two bases are similar and how the two bases differ. IFRS is now the primary or alternate basis of financial accounting and reporting in more than 100 countries and is tested on both the CPA and CFA examinations. Prerequisite: ACC 321. This course is not open to students who have earned credit in ACC 400 (IFRS) or ACC 422. Offered Spring.

ACC 325 Cr.3
Cost Accounting
The emphasis of this course is on reporting to internal constituencies, such as upper management, operations, marketing, purchasing, human resources and others. It extends and enhances the students’ exposure to management accounting theory and practice related to planning, directing and controlling business activities. Topics include cost allocation techniques, budgeting and variance analysis, strategic cost and activity based management using monetary and non-monetary measures. Prerequisite: ACC 222, MTH 145; admission to business. Offered Fall, Spring.

ACC 327 Cr.3
Accounting Information Systems
Procedures and problems in system design applied to the financial operations of a business and the role of the computer in processing financial information. Topics covered are responsibility accounting systems, inventory systems, sales analysis systems, and internal control. Prerequisite: ACC 321; IS 220; admission to business or information systems minor. Offered Fall, Spring.

ACC 330 Cr.3
Individual Income Taxation
The course examines tax principles and procedures that form a basis and foundation for the determination and computation of federal income tax liability for individual taxpayers. Prerequisite: ACC 321; admission to business. Offered Fall, Spring.

ACC 338 Cr.3
Principles of Fraud Examination
This course explores the various aspects of fraud prevention and detection, including the psychology/sociology of fraud, elements of fraud, types of fraud, use of accounting controls to prevent fraud, and methods of fraud detection. Additional topics include an analysis of evidence, document examination, body language and interviewing techniques. The course also provides a preparatory introduction to three of four sections of the Certified Fraud Examiner’s (CFE) examination offered by the Association of Certified Fraud Examiners (ACFE). Prerequisite: a grade of “C” or higher in ACC 321. Offered Fall.

ACC 350 Cr.2
Income Tax Practicum
Field instruction and practical experience in federal and state income tax preparation. Repeatable for credit - maximum four. Prerequisite: minimum grade of “B” in either ACC 301 or ACC 330; admission to business. Pass/Fail grading. Offered Spring.
ACC 385 Cr.3
Accounting for Governmental and Not-for-Profit Entities
This course introduces students to financial accounting and reporting concepts associated with governmental and not-for-profit entities. Particular emphasis is placed on accounting and financial reporting for various typical transactions encountered in governmental and not-for-profit entities. The course covers regulatory issues as well as managerial and budgetary accounting principles and practices of governmental and not-for-profit entities. Prerequisite: ACC 321 with a grade of "C" or better; admission to the business program. Offered Fall.

ACC 400/500 Cr.1-3
Accountancy Forum
Emphasis will be on examination and study of current accountancy issues. Topics will vary from semester to semester. Repeatable for credit - maximum six. Prerequisite: admission to business; junior standing. Consent of instructor. Offered Occasionally.

ACC 418/500 Cr.1-3
Accountancy Forum
Emphasis will be on examination and study of current accountancy issues. Topics will vary from semester to semester. Repeatable for credit - maximum six. Prerequisite: admission to business; junior standing. Consent of instructor. Offered Occasionally.

ACC 421/521 Cr.3
Advanced Accounting
Principles and theories of financial accounting and reporting for consolidated groups of entities, state and local governmental entities, and partnership entities. A majority of this course relates to consolidated groups of entities including translating foreign exchange transactions and consolidation of foreign operations. Prerequisite: ACC 322; junior standing; admission to business. Offered Fall, Spring.

ACC 422 Cr.3
International Financial Reporting Standards (IFRS)
The US CPA examining board’s specifications include International Financial Reporting Standards (IFRS) coverage. IFRS has become a globally recognized basis for financial accounting and reporting. IFRS is now the primary or alternate basis of financial accounting and reporting in more than 100 countries. This course provides students with exposure to nearly all IFRS. This challenging course includes topics from ACC 321, ACC 322 and ACC 421 in addition to IFRS topics not addressed in those courses. While this course is not intended to be a comparison to US Generally Accepted Accounting Principles (GAAP), certain of the IFRS will be addressed in the context of US GAAP to demonstrate how the two bases are similar and how the two bases differ. Prerequisite: ACC 421 or concurrent enrollment. Offered Fall.

ACC 430/530 Cr.3
Taxation II
A study of tax law affecting different forms of business entities. This course will include the preparation of various federal business income tax returns. Prerequisite: ACC 330; junior standing; admission to business. Offered Fall, Spring.

ACC 438/538 Cr.3
Principles of Auditing
Introduces the student to auditing, attestation, and assurance services. Topics include: client acceptance, audit planning, client internal control systems, audit risk, materiality, audit evidence, audit sampling, audit documentation, engagement quality control, professional ethics, legal liability, and the audit, attestation or assurance report issues by the auditor. The sources of authoritative standards and interpretations addressed in the course include: Audit Standards issued by the Public Company Accounting Oversight Board applied to clients that are required to report to the United States Securities and Exchange Commission, Statements on Auditing Standards for all other clients, and the Code of Professional Conduct issued by the American Institute of Certified Public Accountants. Prerequisite: MTH 145, ACC 322, ACC 327; junior standing; admission to business. Offered Fall, Spring.

ACC 450 Cr.1-12
College of Business Administration Internship
The internship program provides an opportunity for students in the College of Business Administration to participate in an approved program with a cooperating business, governmental, or civic organization for usually 15 weeks of their undergraduate work. For additional information, see the internship section in the College of Business Administration part of the catalog. Repeatable for credit. ACC 450 cannot be used to satisfy the ACC major requirements. Prerequisite: cumulative GPA of at least 2.50; ACC 221, ACC 222, BUS 205, BUS 230; ECO 110, ECO 120; FIN 355; IS 220; MGT 308; MKT 309; admission to business. Consent of department. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

ACC 499 Cr.1-3
Independent Study
Individual readings or research under the guidance of a staff member. Open to selected advanced students who have excellent records in the department. Repeatable for credit - maximum six. Prerequisite: admission to business. Consent of instructor. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

Anthropology (ANT) - Courses

+ next to a course number indicates a general education course

Courses

+ANT 101 Cr.3
Human Nature/Human Culture
This course provides an overview of the four subfields of anthropology: physical anthropology, archaeology, cultural anthropology, and linguistic anthropology. The course will focus on how anthropologists seek to understand what it means to be human by examining how people are biologically, culturally, and socially similar and different around the world. We will cover multiple aspects of the human experience, including human evolution and biological diversity, primates and hominids, domestication and subsistence practices, marriage systems, sex and gender norms, religious beliefs, and linguistic diversity. Offered Annually.

+ANT 102 Cr.4
Introduction to Physical Anthropology
This course introduces the basic fields of physical anthropology: population genetics, human osteology, primatology, pale anthropology, and forensics. The class provides a substantive framework for learning about the biological diversity of the human species through scientific inquiry. The foundations of evolutionary theory and the fossil evidence for human evolution are also presented. Lect. 3, Lab. 2. Offered Annually.
ANT 195 Cr.3
Introduction to Cultural Anthropology
This course examines the behavior and customs of people throughout the world. Students will gain a better understanding of the variation of human thought and behavior and how anthropologists analyze the vast range of cultural differences. We will describe the patterns of marriage, family organization, gender and sexuality, political behavior, economic systems, subsistence patterns, religion and ritual, etc. of societies all over the world. We will also examine some of the global issues that societies contend with, such as development, transnational migration, and the economic and political ramifications of colonization. Prerequisite: declared anthropology minor. Offered Annually.

ANT 196 Cr.3
Introduction to Linguistic Anthropology
This course is an introduction to linguistic anthropology. Language is central to enculturation, whether it comes in the form of speech, writing, gesture, or style. We will start with a four-field perspective, examining the origins of human communication, early writing systems, cultural differences in language socialization, and how people use language now. From there, we will focus on the role language plays in people's social lives. Topics include gesture, literacy and global media, linguistic variation, language and identity, multilingualism, and language change and loss. Offered Annually.

+ANT 202 Cr.3
Contemporary Global Issues
This course will offer a contemporary multi-disciplinary perspective regarding the major issues and trends confronting the Global Society as it enters the 21st century. Emphasis will be given to a critical review and assessment of the origin and present condition of the plethora of situations and problems affecting modern Global Society. The student will also learn to critically evaluate current and future events. The course will incorporate the views and approaches of the following disciplines: anthropology, economics, geography, history, political science, and sociology. Students may only earn credit in one of the following courses: ANT 202, ECO 202, GEO 202, HIS 202, POL 202, SOC 202. (Cross-listed with ANT/ECO/GEO/HIS/POL/SOC 202; may only earn credit in one department.) Offered Annually.

ANT 250 Cr.3
Women and Society
A comparative and evolutionary analysis of the development of sex roles in human society, concentrating on the experience of females. Considers sexual dimorphism; symbolic background of gender; relationships between techno-economy, social structure, political organization and women's roles; personality and sex roles; and the experience of women in America. Offered Occasionally.

ANT 290 Cr.3
Andean Anthropology
This course focuses on peoples and cultures of the South American Andean region. Students will examine the various cultural beliefs and practices detailed in the ethnographic record of Andean peoples, such as the impacts and influence of colonialism on the present; religion and rituals; race, ethnicity, and gender; contemporary social movements; globalization and patterns of migration; and, media portrayals of the region. Prerequisite: ANT 101 or SOC 110 or SOC 120 or ANT/SOC 202. Offered Occasionally.

ANT/ARC 304 Cr.3
Hunter and Gatherer Societies
This course focuses on recent human societies throughout the world that have lived by hunting and gathering wild resources. The specific subsistence strategies of a wide range of hunter-gatherer groups are examined relative to their technology, social structure, territory, demography and interaction with food producers. The conclusion of this course will consider hunter-gatherers in prehistory. Prerequisite: ANT 101 or ARC 196. (Cross-listed with ANT/ARC; may only earn credit in one department.) Offered Occasionally.

ANT/ARC 305 Cr.3
Indigenous Agricultural Societies: Past & Present
This course examines the origins, structure, social organization, and operation of indigenous agricultural societies. A central focus of the course is an inquiry based, sequential examination of geographically related couplets involving (1) contemporary indigenous agricultural tribal societies and (2) archaeological excavation reports. The utility of the ethnographic record as a guide to interpretation of the archaeological record is evaluated. Prerequisite: (Cross-listed with ANT/ARC; may only earn credit in one department.) Offered Occasionally.

ANT 307 Cr.3
International Development and Culture Change
In an increasingly global world, what does it mean for cultures to change? What does it mean for cultures to stay the same? This course examines what "development" means to people in different cultures, and how the concept of development is itself a product of colonialism, the Cold War, and the current focus on what has been called the neoliberal global economy. The goals of the course are 1) to provide students with a comprehensive study of what economic, social, cultural, and political development has meant over time, and 2) to illustrate the benefits, limitations, and consequences of "progress" and "development" in the lives of people all over the globe. Course examples will come from topics such as conservation, sustainability, and the environment; the preservation of indigenous peoples' ways of life; tourism and its effects in a global world; gender and development; disaster response and reconstruction; and the roles of social movements, development aid, and non-governmental organizations in international development. Prerequisite: ANT 101 or ANT/SOC 202 or SOC 110 or SOC 120. Offered Occasionally.
ANT/HIS 312 Cr.3
Peoples and Cultures of Eastern Europe and the Former Soviet Union
This is a survey course that explores how people in Eastern Europe and the former Soviet Union have experienced the transition from socialism to postsocialism and beyond. Within the framework of cultural anthropology, we will examine the major concerns of postsocialism - including how people understand the role of the government, what is means to be a citizen, and how they view themselves as members of communities - in order to gain a better understanding of how people experience, manage, and challenge the broad changes that have occurred in the political, economic, and social systems. More importantly, we will focus on how people have redefined what they value in life, what it means to be a “good” person, and what it means to be “postsocialist” in light of these changes. (Cross-listed with ANT/HIS; may only earn credit in one department.) Offered Occasionally.

ANT 320 Cr.3
Rites, Rituals and Ceremonies
This course examines the roles of rituals in family, community and national life. It introduces students to a variety of ritual traditions and symbolic practices from around the world. In the process, students will learn about the different approaches to studying, analyzing and interpreting the significance of rituals. Prerequisite: ANT 101 or ANT/SOC 202 or ARC 100 or SOC 110 or SOC 202. Offered Fall, Spring.

ANT 321 Cr.3
Images, Visual Culture and Anthropology
This course engages students in the practices of looking and encourages them to read into the meanings behind images. By combining movies, still photography, advertisements and illustrated magazines with class readings, discussions and assignments, students will learn to see the complex roles images play in modern society; how non-Western people have historically been represented in popular culture; and how experiences of the visual are informed as well as complicated by social, cultural and political histories. Prerequisite: ANT 101 or ANT/SOC 202 or ARC 100 or SOC 110 or SOC 120. Offered Every Third Semester.

ANT 323 Cr.3
Anthropology of Childhood and Youth
This course provides an overview of the anthropology of childhood and youth, emphasizing how these concepts both vary and are similarly-shaped cross-culturally. The texts draw upon cultural studies, ethnography, feminist anthropology, child development, and psychological anthropology. We will explore topics such as child-rearing practices, the role of peers and family, gender roles and expectations, rites of passage, youth subcultures, and youth engagement with globalization and technology. In our discussions, we will also consider how children and young people are active agents in shaping the world around them and conversely, how they are shaped by their worlds. Prerequisite: ANT 101 or ANT 195 or ANT/SOC 202 or ARC 100 or SOC 110 or SOC 120. Offered Occasionally.

ANT/ARC 335 Cr.3
Human Skeletal Anatomy and the Anthropological Study of the Dead
This course is designed for students majoring in archaeological studies or related fields. The focus of this course is a detailed study of the human skeleton. Each student will be required to learn the anatomy of the human skeleton in detail. Also considered are methods of determining an individual's age, ethnic origins, sex, and stature from skeletal remains. The final three weeks of the course will be concerned with anthropological interpretation of the dead. Offered Occasionally.

ANT 343 Cr.3
North American Indians
This course concentrates on the Native peoples of North America (north of Mexico) immediately following the arrival of Europeans. The cultural patterns of representative groups will be studied intensively in each major region of North America. The region-by-region survey will be preceded by a brief discussion of the place of origin and time of arrival of the first people in the New World. This course will not be considering contemporary Native American issues. Prerequisite: ARC 200 recommended. Offered Occasionally.

ANT/ARC 346 Cr.3
Ethnoarchaeology and Experimental Archaeology
Archaeology isn't only about excavations: Since the 1960s, archaeologists have also examined aspects of life in the present as a way to better interpret material culture found at ancient sites. Ethnoarchaeology uses ethnographic field methods among modern peoples to develop informed hypotheses about life in the past. Experimental archaeology uses controlled scientific experiments to develop models about past behaviors including tool use, pottery production, etc. This course will cover both of these “middle-range” approaches, and will require participation in hands-on ethnoarchaeological and experimental class projects. Prerequisite: ANT 101 or ANT 195 or ANT/SOC 202 or ARC 100 or ARC 196 or ARC 200. (Cross-listed with ANT/ARC; may only earn credit in one department.) Offered Occasionally.

ANT 351 Cr.3
Peoples and Cultures of Southeast Asia
Southeast Asia is a region of immense diversity with a long history of cultural mixing and blending. This class is a journey across this vast landscape to learn about the stories behind its ongoing histories, the dynamic influences on its changing cultures, and the vibrant lives of its peoples. Issues that matter to the everyday life of Southeast Asians are explored in relationship to national, regional and global trends. Prerequisite: ANT 195 or SOC 110 or SOC 120 or ANT/SOC 202. Offered Occasionally.

ANT/ARC/HIS 353 Cr.3
Maya Civilization
The course presents an overview of the Maya culture located in southern Mexico and Central America. The class is organized chronologically into several sections that focus on the origins, adaptations to various environments, social, political, and religious organizations, and the belief systems of the Maya beginning at around 3000 BC. Emphasis will be on Pre-Hispanic Maya; will also explore life ways of contemporary Maya people. (Cross-listed with ANT/ARC/HIS; may only earn credit in one department.) Offered Summer.
ANT 354 Cr.3
Peoples and Cultures of Latin America
This survey course presents students with an anthropological perspective on contemporary peoples living in Central and South America, parts of the Caribbean, and Mexico. The course starts with a brief introduction to Latin American pre-histories, exploring how the past influences present-day societies. The course then examines particular cultural aspects of the region overall, such as patterns of subsistence, religion and ideology, social movements, politics, social organization, race and ethnicity, gender and gender relations, popular culture and the media, war and violence, and tourism and development. Discussions throughout the course will also focus on Latin Americans living abroad and how Latin American cultures are shaping, and shaped by, other cultures around the globe. Prerequisite: ANT 101 or ANT/SOC 110 or SOC 120. Offered Occasionally.

ANT/ARC 357 Cr.3
Peoples and Cultures of Africa
An anthropological introduction to the peoples and cultures of sub-Saharan Africa. Through classic and contemporary ethnography, as well as literature and film, this course will examine the history, diversity, and richness of African civilizations from pre-colonial times to the present. Throughout the course we will examine and challenge Western narratives about Africa and Africans, and take a critical approach to understanding current social, political, and economic issues facing African peoples. (Cross-listed with ANT/ARC; may only earn credit in one department.) Offered Occasionally.

+ANT/ERS 362 Cr.3
Hmong Americans
This is an introductory course to Hmong American history, culture, and contemporary life. The course reviews Hmong history within the context of U.S. foreign policy in Southeast Asia from 1945 to 1975 and examines the sociocultural transformations that have been taking place in Hmong American communities across the U.S. since 1976. Prerequisite: (Cross-listed with ANT/ERS; may only earn credit in one department.) Offered Occasionally.

ANT 366 Cr.3
Anthropology of Food
Cross-cultural practices and beliefs about the production, consumption, and distribution of food vary widely. This course examines food in a historical, social, and cultural context, focusing on the topics such as subsistence patterns and cultural patterns of food preparation and consumption; contemporary diets and the increasing prevalence of obesity, diabetes, and heart disease; cultural practices that restrict food intake or dictate food taboos; the globalization and "McDonaldization" of food; and others. The goal of the course is to provide students with theoretical and methodological tools to analyze food as a symbolic, political, and cultural artifact in today's world. Prerequisite: ANT 101 or SOC 110 or SOC 120 or ANT/SOC 202. Offered Annually.

ANT 370 Cr.3
Medical Anthropology
Understandings of "health" and "illness" vary widely around the world. This course examines how an individual's interactions with the cultural and physical environment influence the experiences of health and illness. The class begins with an overview of the development of medical anthropology as a subfield, with attention to its relationship with other disciplinary approaches to questions of health, medicine, and disease. Course concepts are illustrated using international examples of health and illness, such as shamanism and shamanic healing; complementary and alternative medicine in the U.S.; hospital birth versus midwifery; and the link between the individual and society in the healing process. The second part of the course focuses on biocultural perspectives on health, including the effects of prehistoric and historic life-ways and disease epidemics on the body. The third part of the class examines the politics of health, paying particular attention to the effects of race, ethnicity, gender, and class on health status and treatment. The final section of the course delves into the application of medical anthropology in the field of international development. Prerequisite: ANT 101 or SOC 110 or SOC 120 or ANT/SOC 202. Offered Occasionally.

+ANT 375 Cr.3
Language, Power, and Inequality
This course will examine how our ideas about language intersect with differences in power and social inequality in the United States. These ideas include how we think people "should" speak, who speaks the "best," and which language varieties are valued. Focusing on the role of institutions and their effects on minority language speakers, we will explore issues such as language subordination, stereotypes of US regional dialects and accents, "mixed" languages, "mock" languages, political correctness, and multilingualism. This class will also examine how our ideas about language are used to construct and reflect social boundaries, which can affect people's social and political opportunities. Offered Occasionally.

ANT 399 Cr.3
Anthropology Forum
Investigation of areas and topics of current anthropological interest not covered in the regular curriculum ranging from local to transnational issues. Repeatable for credit - maximum 12. Offered Occasionally.

ANT 401 Cr.3
Ethnographic Methods
Ethnography is a central method in anthropology. This course will provide students with the basics of ethnographic research through the use of small, hands-on group projects. In addition to reading texts on ethics, the research process, and the role of the researcher, we will move through all of the phases of ethnographic research as students gain skills in a variety of methods. Projects will cover preparing to do research, data collection, processing and analyzing data, and presenting research findings. The goal of this course is to teach students skills that can be applied to a variety of careers, as well as to future ethnographic research projects. Prerequisite: ANT 101 or ANT 195 or ANT 196 or ANT/SOC 202. Offered Occasionally.

ANT 409 Cr.1-3
Readings and Research in Anthropology
Directed readings or research under the supervision of an instructor. Repeatable for credit - maximum six. Prerequisite: junior standing. Consent of instructor. Offered Annually.
ANT 450 Cr.3-15
Internship in Anthropology
An academically relevant field experience for majors and minors in sociology/anthropology. The field experience will be supervised by the sociology/anthropology staff. No more than six credits may be applied to a major in sociology and no more than three credits toward sociology minor or anthropology minor. Repeatable for credit - maximum 15. Prerequisite: junior standing with at least a 2.50 GPA; approval of the departmental internship committee. Consent of department. Pass/Fail grading. Offered Annually.

ANT 454 Cr.3
Historical and Theoretical Approaches in Anthropology
This course examines the history of anthropological thought since the beginning of the discipline. The course will specifically look at theories and theorists in anthropology using a historical perspective, demonstrating the ways that social events and cultural forces have helped shape theoretical and methodological paradigm shifts throughout the history of the discipline. Students will also be required to analyze ethnographies as cultural artifacts by examining the strategies anthropologists use to represent cultures and their role in fieldwork. Prerequisite: ANT 102, ANT 195, ANT 196; one elective (three credits, 300 level or above); junior or senior standing. Offered Spring.

ANT/ARC 479 Cr.1-2
Archaeology/Anthropology Laboratory Assistant
An opportunity to assist in the preparation and instruction of an archaeology/anthropology laboratory. Students will be expected to assist in preparation of course materials, demonstrate proper techniques, and evaluate student performance. Repeatable for credit - maximum four. Not applicable to the archaeology major or anthropology minor. (Cross-listed with ANT/ARC, may only earn credit in one department.) Consent of instructor. Pass/Fail grading. Offered Annually.

ANT 499 Cr.2-3
Seminar in Anthropology
Intensive study of some specific area or problem of anthropology. Repeatable for credit. Prerequisite: maximum 12 credits may be earned between ARC 498 and ANT 499. Consent of instructor. Offered Occasionally.

Archaeology (ARC) - Courses
+ next to a course number indicates a general education course

Courses

+ARC 100 Cr.3
Archaeology: Discovering Our Past
This course is an introduction to the fascinating world of archaeology designed as a detailed exploration of the methods used to learn about past human life before written records. Each student will be involved in the process of discovering our past. Offered Annually.

ARC 101 Cr.1
Orientation to the Archaeological Studies Major
This course is an orientation to the archaeological studies major. It is designed for students who have either declared or are considering archaeology as a major. It is appropriate for second semester freshman through first semester juniors and all transfer students. The field of archaeology as a discipline will be discussed as will career options related to the field. Students will be required to complete a variety of tasks designed to identify and/or clarify career paths and goals and increase their understanding of archaeology as both an empirical and applied science. Pass/Fail grading. Offered Fall.

ARC 196 Cr.1
Archaeology: An Introduction to Lab and Field Methods
This course is a laboratory and field learning component to the course ARC 100. The course provides important hands-on learning opportunities for archaeology majors to further introduce and reinforce topics introduced in ARC 100. Lab sessions provide foundational knowledge in the processing and analysis of archaeological finds and field records. Field excavation sessions provide students basic training in the methods and techniques for the recovery and interpretation of archaeological evidence from archaeological sites. Prerequisite: archaeology majors take concurrently with ARC 100. Offered Fall.

+ARC 200 Cr.3
World Archaeology: Origins and Development of Human Culture and Society
The complex global institutions that make up our modern world have antecedents going back thousands of years. This survey course explores the origins of these cultural institutions and their development in Africa, the Middle East, Europe, Asia and the New World from an archaeological perspective. This course also examines the intimate interconnections between human culture, technology, and the natural environment, and it explores the long-term impact of human behavior on the environment over the last several thousand years. Specific themes explored include the biological origin of our species, the first use of tools and the development of artistic expression, human response to climate change, the origins and development of agriculture and animal domestication, the advent of writing, history and science, the rise of urbanism and state level society, and the lasting cultural impacts of early global interactions among the great civilizations of the ancient world. Offered Fall, Spring.

ARC/ HIS 204 Cr.3
Ancient Literate Civilizations
An historical and archaeological study of ancient Eurasia and North Africa, including a survey of the major archaeological sites. Topics such as the development of urbanization in the Near East and Mediterranean, and comparative studies of the Indus civilization, China, Classical Greece, Rome, and the New World will be discussed. (Cross-listed with ARC/HIS; may only earn credit in one department) Offered Occasionally.

ARC 241 Cr.3
North American Archaeology
An intensive survey of the prehistoric cultures of North America north of the Rio Grande from the initial peopling of the New World to European contact. Major archaeological sites and cultures will be critically examined and an interdisciplinary approach is stressed. Offered Occasionally.

ARC 250 Cr.3
Museum Studies
This introductory course provides a history of museums, their goals and methods, administration, curation and exhibit techniques. Participants will be taking field trips to museums. Offered Occasionally.

ARC 280 Cr.3
The Incas and their Ancestors: Archaeology of the Andes
This course reviews the prehistory and early historic periods of the Andean regions of South America. Emphasis will be placed on tracing the rise of civilization in the Andes which culminated in the Inca Empire and the extraordinary events that led to the conquest of the Inca by the Spanish conquistadors. Topics to be explored include the controversial evidence of early man in South America, the role of the ocean and mountains in shaping pre-hispanic life, the origin of domesticated plants and animals, and the rise of the complex societies of Moche, Tiwanaku, Wari, Chimu, and of course, the Inca. Offered Occasionally.
ARC 285 Cr.3
**Archaeology of Mexico and Central America**
This course offers the student an overview of the evolution of the civilizations of ancient Mesoamerica (Mexico and Central America) from the earliest stages of hunting and food gathering until the conquest of Mesoamerica by Spain in the early 16th century. The course describes the social and economic life as organized by a complex religion which produced human sacrifice, writing, calendrical systems, advanced art forms, iconography, and monument building activities. Offered Summer.

ARC/HIS 295 Cr.3
**Pyramids, Temples and Towns! The Archaeology of Ancient Egypt**
This course is a survey of the archaeology of ancient Egyptian civilization from an anthropological perspective and examines the Neolithic through Roman periods, ca. 5000 BC - AD 285. In this course, we will investigate the rise and development of Egyptian culture by examining selected archaeological sites and the material remains left behind by the ancient Egyptians. Using these materials, we will address specific topics of Ancient Egyptian civilization including the formation of the centralized state, sacred vs secular space, royal and private mortuary practices, urbanism, religion, roles of women in society, everyday life, history of Egyptian archaeology, recent discoveries, and future directions in the archaeology of Egypt. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Every Third Semester.

ARC 300 Cr.3
**Cultural Resources Management**
Since the 1980's American archaeology has shifted from a strictly academic profession to a more practical occupation in which consulting and the implementation of legislation and public policy are major components. In fact, today Cultural Resource Management (CRM) is the dominant force in archaeology in the United States. The primary goals of this class are to provide students with an appreciation of the importance of CRM and an understanding of the legislation that drives it, as well as exposure to the everyday practices of archaeologists working in a CRM context. Prerequisite: ARC 196 recommended. Offered Occasionally.

ARC 303 Cr.3
**Archaeology Lab Methods**
Taking a hands-on approach to analyzing and interpreting archaeological remains, the class will integrate lectures with demonstrations, experiments, and supervised laboratory projects. Study will focus on the potential for interpreting human life ways and adaptations to the environment from stone tools, ceramics, floral, and faunal remains. Prerequisite: ARC 196. Offered Occasionally.

ANT/ARC 304 Cr.3
**Hunter and Gatherer Societies**
This course focuses on recent human societies throughout the world that have lived by hunting and gathering wild resources. The specific subsistence strategies of a wide range of hunter-gatherer groups are examined relative to their technology, social structure, territory, demography and interaction with food producers. The conclusion of this course will consider hunter-gatherers in prehistory. Prerequisite: ANT 101 or ARC 196. (Cross-listed with ANT/ARC; may only earn credit in one department.) Offered Occasionally.

ANT/ARC 305 Cr.3
**Indigenous Agricultural Societies: Past & Present**
This course examines the origins, structure, social organization, and operation of indigenous agricultural societies. A central focus of the course is an inquiry based, sequential examination of geographically related couplets involving (1) contemporary indigenous agricultural tribal societies and (2) archaeological excavation reports. The utility of the ethnographic record as a guide to interpretation of the archaeological record is evaluated. Prerequisite: (Cross-listed with ANT/ARC; may only earn credit in one department.) Offered Occasionally.

ARC 310 Cr.3
**Midwest Archaeology**
This course will focus on the human occupation in the Midwest/Great Lakes region over the past 12,000 years. Emphasis will be given to the dynamic quality of cultural adaptation and social organization. The cultural developments leading to the Middle Woodland and Mississippi climaxes in the region are to be stressed. Prerequisite: ARC 196. Offered Occasionally.

ARC 312 Cr.3
**African Archaeology**
Africa has the longest archaeological record in the world. This course will examine the archaeology of African peoples from millions of years ago to the present, with particular emphasis placed on the last ten thousand years of African prehistory. Topics covered will include the continent's unique pathways to food production, as well as the development of metallurgy, the rise of complex urban societies such as Aksum and Jenne Jeno, and contemporary issues in cultural heritage. Offered Occasionally.

ARC 320 Cr.3
**Historical Archaeology**
The focus of this course is historical archaeology. This discipline combines an archaeological evaluation of material remains from the historic past with an examination and analysis of historical sources. In the New World, historical archaeologists work on a broad range of sites that document early European settlement and its effects on Native American peoples, wars fought on American soil, the subsequent spread of the Euro-American frontier, and later periods of urbanization and industrialization. Historical archaeologists seek to understand the past from an anthropological perspective and appreciate how broad historical developments have shaped modern society. In this class, we will explore all these aspects of historical archaeology in the New World and abroad. Prerequisite: ARC 196. Offered Occasionally.

ANT/ARC 330 Cr.3
**Pastoralism: Past and Present**
Mobile pastoralism is a way of life centered on the management and herding of livestock. It has had a powerful impact on social and environmental landscapes since originating independently in various forms throughout the world, and tens of millions of people throughout the world still rely on cattle and other domesticated animals for survival today. This course will explore the archaeology and anthropology of pastoralist societies, focusing on the ecological, political, and cultural strategies that made pastoralism dynamic and sustainable throughout prehistory and into the current era. (Cross-listed with ARC/ANT; may only earn credit in one department.) Offered Occasionally.

ARC/HIS 331 Cr.3
**The Ancient Greek World**
A historical and archaeological survey of the ancient Greek world (Greece proper, the Aegean Islands, southern Italy, western Turkey). Periods discussed will include Cretan (Minoan), Mycenaean, Archaic, Classical, Hellenistic, and Early Greek Christian. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.
ANCIENT ROME AND THE MEDITERRANEAN
A historical and archaeological survey of the ancient Mediterranean area (with emphasis on the Italian peninsula) from the founding of the city of Rome to the collapse of the western Roman Empire in the fifth century ACE. Periods discussed will include: Italy in the Neolithic period, the founding of Rome, Etruscan Domination, the Roman Republic, the Roman Principate/Empire, and the advent of Roman Christianity. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

ANT/ARC 335 Cr.3
HUMAN SKELETAL ANATOMY AND THE ANTHROPOLOGICAL STUDY OF THE DEAD
This course is designed for students majoring in archaeological studies or related fields. The focus of this course is a detailed study of the human skeleton. Each student will be required to learn the anatomy of the human skeleton in detail. Also considered are methods of determining an individual's age, ethnic origin, sex, and stature from skeletal remains. The final three weeks of the course will be concerned with anthropological interpretation of the dead. Offered Occasionally.

ARC/HIS 340 Cr.3
ORIGINS OF CITIES
This course examines the origins and development of urban life. Students will first explore, from an anthropological perspective, the character of modern cities. Students will next examine the earliest cities in the Old and New Worlds, and comparatively explore the varied ecological, social, political, and demographic processes associated with urbanization in various ancient civilizations (Mesopotamia, Egypt, Indus Valley, China, Andes, and Mesoamerica). While the focus of this course is on archaeological cities, it draws heavily on ethnographic and sociological studies of urban forms. The purpose of this course is to provide students with a comparative understanding and appreciation of urban life and its long history. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

ANT/ARC 346 Cr.3
ETHNOARCHAEOLOGY AND EXPERIMENTAL ARCHAEOLOGY
Archaeology isn't only about excavations: Since the 1960s, archaeologists have also examined aspects of life in the present as a way to better interpret material culture found at ancient sites. Ethnoarchaeology uses ethnographic field methods among modern peoples to develop informed hypotheses about life in the past. Experimental archaeology uses controlled scientific experiments to develop models about past behaviors including tool use, pottery production, etc. This course will cover both of these "middle-range" approaches, and will require participation in hands-on ethnoarchaeological and experimental class projects. Prerequisite: ANT 101 or ANT 195 or ANT/SOC 202 or ARC 100 or ARC 196 or ARC 200. (Cross-listed with ANT/ARC; may only earn credit in one department.) Offered Occasionally.

ARC/ESC/GEO 347 Cr.3
GEOARCHAEOLOGY
An applied course on the contribution of earth sciences to the interpretation of archaeological contexts. This course will consist of field, lab and lecture components. Emphasis is placed on the methods of geoarchaeology and the applications of selected earth science fields to archaeological problems. Field trips will be a required component of the course in order to complete field descriptions and sampling. Prerequisite: ARC 196 or ESC 222 or ESC/GEO 426 or ESC/GEO 430. (Cross-listed with ARC/ESC/GEO; may only earn credit in one department.) Offered Occasionally.

ARC 350 Cr.1-6
INDEPENDENT FOREIGN RESEARCH IN ARCHAEOLOGY
An individually designed, directed archaeological research project in a foreign country dealing with a significant field, laboratory, museum or archival/library research problem. The course permits in-depth, independent research using foreign sources, facilities, and resource persons. Requires a high degree of motivation and the ability to work independently. Only three credits may apply to the major. Prerequisite: INS 250; junior standing. Consent of department. Offered Occasionally.

ANT/ARC/HIS 353 Cr.3
MAYA CIVILIZATION
The course presents an overview of the Maya culture located in southern Mexico and Central America. The class is organized chronologically into several sections that focus on the origins, adaptations to various environments, social, political, and religious organizations, and the belief systems of the Maya beginning at around 3000 BC. Emphasis will be on Pre-Hispanic Maya; will also explore life ways of contemporary Maya people. (Cross-listed with ANT/ARC/HIS; may only earn credit in one department.) Offered Summer.

ANT/ARC 357 Cr.3
PEOPLES AND CULTURES OF AFRICA
An anthropological introduction to the peoples and cultures of sub-Saharan Africa. Through classic and contemporary ethnography, as well as literature and film, this course will examine the history, diversity, and richness of African civilizations from pre-colonial times to the present. Throughout the course we will examine and challenge Western narratives about Africa and Africans, and take a critical approach to understanding current social, political, and economic issues facing African peoples. (Cross-listed with ANT/ARC; may only earn credit in one department.) Offered Occasionally.

ARC/HIS 365 Cr.3
ANCIENT IRAQ
A historical and archaeological survey of ancient Iraq (Syro-Mesopotamia) from its prehistoric origins in the neolithic period to the Seleucid period. Ethnic groups discussed will include the Sumerians, Akkadians, Babylonians, Assyrians, Kassites, Amorites, Chaldeans, and Elamites. Topics will include the rise of urbanism, cuneiform writing, religion, literature, displaced persons, gender relations, and social structure. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

ARC/HIS 366 Cr.3
ANCIENT ISRAEL
A historical and archaeological survey of coastal Syria and Palestine from the neolithic period to the Roman conquest. Various ethnic groups discussed will include the Eblaites, Phoenicians, Philistines, Canaanites, Arameans, Israelites, Samaritans, and Judeans. Special emphasis will be placed on putting biblical history in its Palestinian context. Topics will include social structure, gender relations, religion, and literature. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

ARC/HIS 367 Cr.3
ANCIENT EGYPT
This course is a survey of the history, archaeology, culture, and civilization of ancient Egypt from the prehistoric periods, the Pharaonic periods, as well as the Greco-Roman periods (to the advent of Christianity). Special attention will be given to reading historical texts in translation. We will also explore various aspects of Egyptian religion, and the treatment of woman and non-Egyptian ethnic groups. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.
ARC/HIS 368 Cr.3
History of Babylonian Language and Culture I
This course is a survey of Babylonian history, culture, and language. Babylonian, was the most extensive of the cuneiform languages of the ancient Near East, was the language of the ancient Assyrians and Babylonians and was used for over two millennia. Students will study aspects of the history and culture of ancient Babylonia, as well as learn the fundamentals of Babylonian grammar and syntax, and the cuneiform writing system. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

ARC/HIS 369 Cr.3
History of Babylonian Language and Culture II
This course is a second semester survey of Babylonian history, culture, and language. Babylonian, the most extensive of the cuneiform languages of the ancient Near East, was the language of the ancient Assyrians and Babylonians and was used for over two millennia. Whereas the student studies grammatical forms and is introduced to the cuneiform writing system in the first semester, the student in the second semester will work with documents. Students will study aspects of the history and culture of ancient Babylonia in later periods, as well as read legal, economic, and literary texts in the original language. Prerequisite: HIS 368 or ARC 368. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

ARC/HIS 372 Cr.3
History of Women in the Ancient World
A history of the nature and status of women in the ancient world as derived from textual sources, including works of literature, private letters, economic documents, and tomb inscriptions. Areas studies will be Syro-Mesopotamia, Israel, Iran, Anatolia, Egypt, and the Mediterranean world. Also discussed will be the study of women as derived from archaeological sources. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

ARC/HIS 374 Cr.3
Ancient Turkey
An historical and archaeological survey of ancient Anatolia (the geographic name of Turkey) and surrounding regions (e.g., Syria and the Caucasus) from its prehistoric origins in the Neolithic period, the rise of urbanism, Assyrian mercantilism, Pre-Hittite cultures, the Hittite kingdoms, the Neo-Hittite states, Urartu, Phrygia, Lydia, Cimmerians, Medes, Persians, and various states in the Graeco-Roman period to the advent of Anatolian Christianity. Topics will include cuneiform writing, religion, literature, law, gender relations, and social structure. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

ARC/HIS 375 Cr.3
Iran before Islam
An historical and archaeological survey of ancient Iran and surrounding regions from prehistoric origins to the advent of Islam in the 7th century AD. Among the topics discussed will be: the rise of urbanism and writing at Proto-Elamite Susa, Elamite civilization in southwestern Iran, Medes, Scythians, and Persians in the Iron Age, the Persian Empire, as well as the Seleucid, Parthian, and Sassanian kingdoms of later antiquity. Emphasis will be on the study of primary sources in translation (Sumerian, Akkadian, Elamite, Old Persian, Greek, Latin, and Hebrew, amongst others). Topics will include cuneiform writing in Iran, religion, literature, gender relations, classical traditions about Iran, and social structure. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

ARC 395 Cr.1
Graduate Preparation Seminar
Third year students who are interested in pursuing a graduate degree in anthropology or archaeology have many things to consider. This seminar is designed to help students determine what research they intend to pursue after graduation, what graduate schools are particularly well suited to meet their research needs, how to target and apply to certain programs, and how to develop an impressive resume. This seminar will also serve to prepare students who do not intend to continue their education in graduate school for employment opportunities upon graduation. Prerequisite: archaeology major; junior standing. Pass/Fail grading. Offered Fall.

ARC/HIS 396 Cr.3
Ancient Syria
A historical and archaeological survey of ancient Syria and surrounding regions from prehistoric origins to the advent of the Roman conquest in the first century BC. Among the topics discussed will be the rise of urbanism and writing along the Euphrates River, religion, gender, social structure, and literature. Moreover, the student will study in translation the vast cuneiform archives from Ebla, Mari, Alalah, Qattara, Nuzi, Emar, and Ugarit, to name a few. Furthermore, biblical, classical, and medieval sources concerning Syria in the first millennium BC will be studied. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

ARC 399 Cr.3
Archaeology Forum
Investigation of areas and topics of current archaeological interest not covered in the regular curriculum. Repeatable for credit - maximum 12. Offered Occasionally.

ARC 402 Cr.3-8
Field Methods in Archaeology
Practical application of the basic skills used in the excavation of archaeological sites, including surveying techniques, methods of excavation, compilation of field data, and laboratory analysis. Prerequisite: ARC 196. Consent of instructor. Offered Summer.

ARC 404 Cr.3
Environmental Archaeology
This course investigates the relationship between prehistoric human societies and their biotic communities. An array of techniques using plant and animal remains from archaeological contexts to reconstruct aspects of ancient environments, climates, and human subsistence patterns are examined. Applications of environmental data toward the understanding of human settlement and subsistence systems are discussed. Prerequisite: ARC 196; junior standing. Offered Occasionally.

ARC 409/509 Cr.1-3
Readings and Research in Archaeology
Directed readings or research under the supervision of an instructor. Repeatable for credit - maximum 12. Prerequisite: ARC 200 or ARC 490 or ARC 493; junior standing. Consent of instructor. Offered Annually.

ARC 415 Cr.3
Advanced Research Applications in Archaeology
This course will provide advanced training in archaeological data collection and analysis, with focus on designing theoretically-rich analyses that can be applied to answering specific research questions. To this end, each semester will focus intensively on a single category of advanced analysis, such as lithic or ceramic materials analysis. Prerequisite: ARC 196 and ARC 303. Offered Occasionally.
ARC 445 Cr.3
Research Methods in Archaeology
This course is an introduction to a broad spectrum of research strategies available to archaeologists with a focus on quantitative methods. It is not a course in statistics. Rather, the course is intended to help students learn to be comfortable working with qualitative and quantitative data, and to be a sampler of commonly used quantitative methods in archaeology. Prerequisite: ARC 196; MTH 145 recommended. Offered Fall.

ARC 450 Cr.1-15
Internship in Archaeology
An academically relevant field experience for archaeology students. The experience will involve direct participation in excavation, laboratory analysis, or other aspects of archaeological science including museum work, supervised by an archaeologist or professional of a related discipline. Repeatable for credit - maximum 15. Only three credits can apply to the major. Prerequisite: junior standing; minimum 3.00 cumulative GPA. Consent of department. Pass/Fail grading. Offered Annually.

ARC 455 Cr.3
Historical and Theoretical Perspectives in Archaeology
This course reviews the practice of archaeology from its antiquarian beginnings through modern times. The goal of the course is to explore, from a historical perspective, the theoretical approaches that have been used by archaeologists to explain past human behavior. By exploring the development of archaeological thought through time, students will gain a deeper understanding of current theoretical approaches in archaeology. Prerequisite: ARC 196; junior standing. Offered Fall.

ANT/ARC 479 Cr.1-2
Archaeology/Anthropology Laboratory Assistant
An opportunity to assist in the preparation and instruction of an archaeology/anthropology laboratory. Students will be expected to assist in preparation of course materials, demonstrate proper techniques, and evaluate student performance. Repeatable for credit - maximum four. Not applicable to the archaeology major or anthropology minor. (Cross-listed with ANT/ARC, may only earn credit in one department.) Consent of instructor. Pass/Fail grading. Offered Annually.

ARC 489 Cr.3
Honors Thesis in Archaeology
This is the capstone course for archaeological studies majors enrolled in the Archaeology Honors Program. Honors students take this course in lieu of ARC 499, typically during their final year. The course is designed to assist the student in completing a Baccalaureate thesis that will be presented in hard copy as well as verbally at the Annual Archaeological Studies Spring Research Colloquium. Prerequisite: ARC 196; ARC 200; acceptance to the Archaeology Honors Program; senior standing. Offered Spring.

ARC 490/590 Cr.3
Archaeology for Teachers
This course explores methods and resources for applying archaeology in the regular precollegiate classroom. A brief overview of the science of archaeology, and the pre-European cultures of Wisconsin and Minnesota is provided. Prerequisite: junior standing. Offered Occasionally.

ARC 491/591 Cr.3
Archaeology Field School for Teachers
Participants will experience the basic skills used in the excavation of archaeological sites, including surveying techniques, methods of excavation, compilation of field data and laboratory analysis. Practical application of the skills will be related to the classroom of the precollegiate instructor. Repeatable for credit - maximum 12. Prerequisite: ARC 490 or ARC 493; junior standing. Offered Occasionally.

ARC 492/592 Cr.3
Archaeology Analysis Procedures for Teachers
Taking a hands-on approach to analyzing and interpreting archaeological remains, the class will integrate lectures with demonstrations, experiments, and supervised laboratory projects. Study will focus on the potential for interpreting human life ways and adaptations to the environment from stone tools, ceramics, floral, and faunal remains. Practical application of the interpretation process will be related to the classroom of the precollegiate instructor. Introduction will provide an overview of field procedures. Prerequisite: ARC 490 or ARC 493; junior standing. Offered Occasionally.

ARC 493/593 Cr.3
Wisconsin Archaeology for Teachers
This class is designed to provide teachers with substantial content on the science of archaeology and the pre-European history of Wisconsin. Through an inquiry-based approach, teachers learn the process of archaeological interpretation of cultural patterns from material remains by undertaking the reconstruction of such patterns from a provided sample of material remains. This process is applicable to the K-12 classroom. Prerequisite: junior standing. Offered Occasionally.

ARC 494/594 Cr.1-3
Applied Archaeology for Teachers
This class is designed to give teachers a comprehensive and hands-on personal experience in archaeological data acquisition, interpretation and experimental archaeology. Participants will apply class content to the K-12 classroom. Repeatable for credit - maximum 12. Prerequisite: junior standing. Offered Occasionally.

ARC 498/598 Cr.1-3
Seminar in Archaeology
Intensive study of some specific area or problem of archaeology. Repeatable for credit - maximum 12 between ARC 498/598 and ANT 499. Departmental option for pass/fail grading. Prerequisite: ARC 200 or ARC 490 or ARC 493; junior standing. Maximum 12 credits may be earned between ARC 498 and ANT 499. Offered Occasionally.

ARC 499 Cr.3
Senior Project/Thesis in Archaeology
This course is the last course in the archaeological studies major course sequence and is normally taken during the student’s final year. The course is designed to assist the student in completing the graduation requirement of the senior project/thesis. Prerequisite: ARC 196; senior standing; admission to archaeology major. Consent of instructor. Offered Spring.

Art (ART) - Courses
+ next to a course number indicates a general education course

Courses

+ART 102 Cr.2
Art Appreciation
Discovering the visual world. An introduction to the visual arts of applied arts, architecture, craft arts, film/video arts, painting/drawing, printing/graphic arts, and sculpture. The student will learn to use analysis and evaluation to explore the meaning of art. Offered Fall, Winter, Spring, Summer.
ART 160 Cr.3  
General Art Foundations  
An introductory course in visual art, with emphasis on understanding the methods of art making in a variety of studio disciplines. Topics include recognition of visual elements and principles of design, methods of applying these elements and principles throughout a variety of art forms, thematic development, relationship of the visual arts to other fields of human endeavor, and an introduction to writing about visual art. Course content includes representative paradigms of world art, Western art, multicultural and contemporary art. Critical thinking is explored through responses to the visual arts through active involvement with various creative processes and media. Offered Fall, Spring.

ART 162 Cr.3  
Drawing Foundations  
Drawing foundations introduces the student to a studio-based approach to the visual arts. Students in this course will learn to use and explore the descriptive and expressive characteristics of various drawing media (both dry and liquid media). Students will also use close observation and analysis of visual experience. The course is primarily a study of perceptual observation, the materials and methods of drawing being the vehicle for investigation and interpretation. Lect. 1, Studio 4. Offered Fall, Spring.

ART 164 Cr.3  
Design Foundations  
The elements of two-dimensional design are introduced through a variety of media and studio practice. Emphasis on concept development and creative philosophies. Problem-solving strategies are explored through studio work and critiques. Lect. 1, Studio 4. Offered Fall, Spring.

ART 166 Cr.3  
Three Dimensional Foundations  
This course provides the student's introductory experience to a studio-based approach to the visual art in the three-dimensional realm. Students apply design elements and principles to projects and experiences as they occur in the physical world. Concentration will focus on expanding visual vocabulary, investigations into basic creative processes and design concerns as they apply to the three-dimensional form. The course will explore conceptual problem solving, elementary constructions techniques and an investigation into the inherent qualities of materials. Lect. 1, Studio 4. Offered Fall, Spring.

ART 172 Cr.3  
Photography Survey  
This course is a thematic examination of photography as an art form. Through lectures, films, hands on assignments and in class discussions, students will learn important conceptual and visual trends employed in art photography. Topics covered will include: 19th and 20th century influences, multi-cultural interpretation of genres, new approaches to representation of self and the influence of digital technology on photography. Students will also learn about individual and collective cultural models utilized to form the complex visual language of photographs. Offered Fall, Spring.

ART 204 Cr.3  
Watercolor Painting  
A studio course concentrating on watercolor painting with an emphasis on technique and color theory. Traditional and contemporary modes of expression are studied in the context of the working studio. Stylistic and thematic developments are explored. Lect. 1, Studio 4. Offered Occasionally.

ART 205 Cr.3  
Introduction to Painting  
This course is a thorough introduction to the techniques and materials of painting. Focus is on approaches to creative expression, the research of historical and contemporary painting, and peer critical dialogue. Explores a broad range of painting media, including oil, acrylic, watercolor, and encaustic. Various stylistic approaches are introduced, including realism, abstraction, and postmodern painting. Lect. 1, Studio 4. Prerequisite: ART 162. Offered Fall, Spring.

ART 206 Cr.3  
Digital Media: Graphic Design for Non-Majors  
This course in graphic design emphasizes the process of visual communication of ideas and information with attention to aesthetic considerations, techniques and methods. Students do not have to be art majors to explore various facets of graphic design using the Adobe Creative Suite software, Photoshop, Illustrator, InDesign and Dreamweaver. Practical study in this area involves the design and production of advertising, brochures, and posters with the development and application of logotypes and design formats using computer technologies and graphic reproduction techniques. Basic knowledge of computer use. Lect. 1, Studio 4. Prerequisite: not open to art majors or minors. Offered Fall, Spring.

ART 207 Cr.3  
Introduction to Computer Graphic Design  
This course provides an introduction to and a survey of computer graphic design. Students develop an understanding of the basic design principles, typography, design problems and solutions, and composition. Graphic design software will be explored. Lect. 1, Studio 4. Prerequisite: ART 162. Offered Fall, Spring.

ART 213 Cr.3  
Ceramics for Non-Art Majors  
This course will focus on learning new skills and/or refining skills in ceramics by exploring the history of ceramic form, researching contemporary ceramists, and practicing hand-built, wheel thrown, and surface techniques. Repeatable for credit - maximum six, with instructor permission. Lect. 1, Studio 4. Prerequisite: not open to art majors. Offered Fall, Spring.

ART 214 Cr.3  
Introduction to Sculpture  
An introductory studio course which explores basic processes associated with sculptural form. The course begins with an introduction to direct, additive processes where students will work with basic materials such as clay, concrete, wood, and foam. The second half of the semester concentrates on modeling, mold making, and casting metal. Lect. 1, Studio 4. Prerequisite: ART 166. Offered Fall, Spring.

ART 216 Cr.3  
Introduction to Ceramics  
A studio course which explores process and materials. The course begins with hand building techniques. The end of the semester focuses on throwing on the potter's wheel. Throughout the course the student will experiment in clay, glazes, and surface decoration. Lect. 1, Studio 4. Prerequisite: ART 166. Offered Fall, Spring.

ART 217 Cr.3  
Painting for Non-Majors  
This course introduces students to the basic principles and methodology of painting, including oil and acrylic. Students gain an understanding of historical painting as well as contemporary practices, with an emphasis on basic color theory, form and composition, texture and spatial illusion. Repeatable for credit - maximum six. Lect. 1, Studio 4. Prerequisite: not open to art majors or minors. Offered Annually.
ART 218 Cr.3
Introduction to Printmaking: Intaglio
In this introductory course, the student will be exposed to the issues and possibilities of the printed image by exploring the techniques of black and white intaglio. The intaglio printmaking process will be examined through extensive studio and historical research. Areas of study include the development of intaglio from 1657 to the present, the application of drawing and content issues to the techniques of drypoint, line etching, aquatint, and softground. Lect. 1, Studio 4. Prerequisite: ART 162. Offered Fall, Spring.

ART 219 Cr.3
Forging/Raising for Non-Art Majors
This course will focus on the basic principles of metal forging and raising of ferrous and nonferrous metals with emphasis on design. Prerequisite: not open to art majors. Offered Occasionally.

ART 220 Cr.3
Introduction to Metalsmithing, Forging, and Raising
This studio course will focus on the design and development of traditional and experimental holloware and metalsmithing techniques. Emphasis will be placed on the student's ability to think and resolve design problems through creative use of the techniques taught during the course in the production of assignments. The course builds on the technical foundation of raising and fabrication while challenging students to embrace traditional and nontraditional techniques. Lect. 1, Studio 4. Prerequisite: ART 166 or concurrent enrollment. Offered Spring.

ART 221 Cr.3
Introduction to Metalsmithing
This studio course will focus on the design and development of introductory nonferrous metal fabrication and construction techniques utilized in the creation of jewelry and metal objects. Emphasis will be placed on the student's ability to think and resolve design problems through creative use of the techniques taught during the course in the production of assignments. The course covers cutting, soldering, finishing, surface enrichment, cold connections, forming, forging and raising. Lect. 1, Studio 4. Prerequisite: ART 166 or concurrent enrollment. Offered Fall, Spring.

ART 222 Cr.3
Metalsmithing for Non-Art Majors
This course will focus on the basic use of nonferrous metals in jewelry/metalsmithing, with emphasis on design and development of introductory nonferrous metal fabrication and construction. Prerequisite: not open to art majors or minors. Offered Fall.

ART 223 Cr.3
Introduction to Blacksmithing
This studio course will focus on the design and development of traditional and experimental blacksmithing techniques. Students will become familiar with the basic methods of working with hot iron, the history of blacksmithing, and the safe and proper use of tools and equipment involved with the process. Studio 5. Prerequisite: ART 166. Offered Fall.

ART 250 Cr.3
Studio Art for Non-Art Majors
A studio art experience for non-art majors; an introduction to a variety of art media such as drawing, painting, printmaking and sculpture. Repeatable for credit - maximum six. Lect. 1, Studio 4. Prerequisite: not open to art majors. Consent of instructor. Offered Occasionally.

ART 251 Cr.3
Art History I: History of Art & Visual Culture
A survey of selected art and design from diverse cultures - prehistory to the present. Students explore basic art history methods of formal, stylistic, and iconographic analysis and practice skills needed to develop critical looking and thinking. Emphasis placed on the relationships between artifacts and cultures, and how the production of art and design is a form of human world knowledge. Themes include the role of the artist and designer over time, techniques and materials as technological advancements, the social and religious context of art, how art history influences contemporary images and photography, and how to apply art history analysis skills to interpreting contemporary media images. Offered Fall.

ART 252 Cr.3
Art History II: Global, Local, and Contemporary Art
A survey of selected art and design from diverse cultures that examines the development of art from fifteenth century Europe to current international contemporary art and photography. This course reviews ideas of canon, legacy, influence, discourse, art history, tradition, place and displacement. It investigates the relationships between artifacts and cultures, and how the production of art and design is a form of human world knowledge. Themes include the role of the artist and designer over time, techniques and materials as technological advancements, the social and religious context of art, how art history influences contemporary images and photography, and how to apply art history analysis skills to interpreting contemporary media images. Course topics include the impact of art from our local environment and begins to explore the impact of art and photography on the shrinking world stage. Offered Spring.

ART 262 Cr.3
Drawing II
A studio course emphasizing growth through observation, exploration and interpretation of visual forms-including the figure. Drawing as language is investigated and interpreted by exploring various styles and techniques from traditional and contemporary works. Lect. 1, Studio 4. Prerequisite: ART 162. Offered Fall, Spring.

ART 272 Cr.3
Photography and Imaging I
This course will serve as an introduction to black and white photography and will introduce 35mm camera functions, exposure techniques, and processing. In addition to learning the technical mechanics of the medium, students will be given hands on projects to further their understanding of photography in aesthetic and conceptual terms. The course will consist of lectures, demonstrations, class critiques, and explorations of the work of a wide range of photographers. Offered Fall, Spring.

+ART 301 Cr.3
World Art
This course will be an in-depth examination of art forms in various historical, social, and religious contexts of Africa, South and South East Asia, the Pacific, and the Americas. Students will explore issues, approaches and controversies in cross cultural civilizations through art as a primary source of understanding. They will experience how, through art, the values and ideas of many cultures have evolved and new patterns of globalization have shaped the modern world. Prerequisite: junior standing. Offered Fall, Spring.
+ART 302 Cr.3

**Visual Language in the Global Classroom**
This course provides a discovery of the connections between visual art and a variety of disciplines. Cultural values and the social institution of education will be examined. Through inquiry, analysis, and research, students will explore art as a form of perceptual, social, and cultural learning. Students will develop guiding questions, rubrics, and procedures for the instruction of visual art education and will consider a model of instruction which guides and nurtures creativity and higher level thinking skills. Prerequisite: completion of at least 45 university credits. Offered Fall, Spring.

ART 304 Cr.3

**Color Theory**
An intensive study of color through studio practice in water-based media. As part of the painting course sequence, this course isolates the element of color in practice while examining its relationship to other elements in analysis. The student will build upon material covered in ART 205 to develop a more sophisticated understanding of color and other attributes of painting. Course content includes physiological and cultural perceptions of color, and processes of color mixture, opacity, and transparency. Lect. 1, Studio 4. Prerequisite: ART 164, ART 166, ART 205. Offered Fall, Spring.

ART 305 Cr.3

**Intermediate Painting**
The intermediate level of painting expands upon the concepts introduced in ART 205, with an emphasis on creative development within the discipline. Students develop their own visual language, creative expression, and conceptual understanding through active participation in collaborative painting, and individual studio work, and critiques. Prerequisite: ART 164, ART 166, ART 205 and ART 252. Offered Fall, Spring.

ART 308 Cr.3

**Intermediate Computer Graphic Design**
An intermediate exploration of graphic design problem solving. Students will explore effective and visually pleasing communication design through various projects, using raster and vector-based graphic design softwares. Lect. 1, Studio 4. Prerequisite: ART 162, ART 164, ART 207. Offered Fall, Spring.

ART 314 Cr.3

**Intermediate Sculpture**
Students are asked to develop a personal vision through foundry processes and techniques which align themselves with that vision. The student will be directed to explore advanced applications for the development of complex form and imagery. Students are also given the opportunity to refine their skills in observation and modeling form. Lect. 1, Studio 4. Prerequisite: ART 162, ART 164, ART 214. Offered Fall, Spring.

ART 316 Cr.3

**Intermediate Ceramics**
Studio course specializing in the skill associated with the pottery wheel. Emphasis upon individual research in the mixing of clay bodies and simple experiments in glaze research. Lect. 1, Studio 4. Prerequisite: ART 162, ART 164, ART 216. Offered Fall, Spring.

ART 318 Cr.3

**Intermediate Printmaking: Lithography**
In this intermediate course, the student will build upon the material covered in ART 209 while exploring the issues and possibilities of the printed image through a studio/historical exploration of lithography. Areas of research include the historical development of lithography and the application of its techniques of crayon, pencil, transfer and computer augmentation to stone lithography. Lect. 1, Studio 4. Prerequisite: ART 164, ART 166 and ART 218. Offered Fall, Spring.

ART 320 Cr.3

**Intermediate Metalmithing: Forging and Raising**
This studio course will focus on the design and development of traditional and experimental holloware and metalmithing techniques. Emphasis will be placed on the student's ability to think and resolve design problems through creative use of the intermediate/advanced techniques taught during the course in the production of assignments. This course will cover sylnastic and antilastic raising, nonferrous metals forming and forging, as well as an introduction to ferrous metal forging. Lect. 1, Studio 4. Prerequisite: ART 220. Offered Spring.

ART 321 Cr.3

**Intermediate Metalmithing**
This studio course will focus on the design and development of nonferrous casting techniques utilized in the creation of jewelry and metal objects. It will introduce students to hand and machine practices relative to the solidification processes of metal work. Areas of focus will include lost wax casting preformed though vacuum and centrifuge methods, as well as alternative methods such as cuttlebone casting techniques. A variety of mold making techniques for production casting will also be investigated. Emphasis will be placed on the student's ability to think and resolve design problems through creative use of the techniques taught during the course in the production of assignments. Lect. 1, Studio 4. Prerequisite: ART 221. Offered Fall, Spring.

ART 323 Cr.3

**Intermediate Blacksmithing**
This course is an intermediate studio in traditional and experimental blacksmithing techniques. Its focus is to provide a hands on opportunity to expand their creative and technical skills related to the working of iron objects. Intermediate Blacksmithing builds on the technical foundation of forging and fabrication methods presented in the beginning level of this studio while challenging students to embrace nontraditional techniques and increase the scale of their finished objects. Repeatable for credit - maximum six. Studio 5. Prerequisite: ART 233. Offered Fall.

ART 331 Cr.3

**Art of the United States**
A study of the visual arts of the United States from the colonial era to the present. Course will consider such significant issues as the participation of U.S. artists in international art movements and the relationship between socio-political developments and the visual arts. Prerequisite: ART 251, ART 252. Offered Fall.

+ART 332 Cr.3

**Themes of Contemporary Art**
An intensive thematic study of visual art that covers broadly and with selective detail, art produced throughout the world since 1980. To better understand contemporary art making, recent developments in traditional media and new approaches to creating and exhibiting art are explored. The social and political issues relevant to artists, and the impact of critical theory on visual arts, art history, and criticism are considered. Contemporary art and artists are investigated through themes of Identity, The Body, Time, Memory, Place, Language, Science and Spirituality. Prerequisite: junior standing. Offered Annually.

ART 341 Cr.3

**Selected Topics in Art History**
An intensive review of significant movements and styles in the history of art. The particular subject of the course will be chosen each year by the art faculty. This course is intended to provide an exposure to key topics in greater depth than allowed in the art history survey courses. Repeatable for credit - maximum six. Prerequisite: ART 251, ART 252. Offered Spring.
ART 360 Cr.1-3
Travel/Study in Visual Art
Travel courses are conducted to various parts of the nation and world and may be led by one or more faculty members. Course work may include studio/professional practice, research, or seminar topics. Prior trip arrangements, financial deposit, and consent/orientation with International Education (if applicable) are required. May be repeated to different locations. Repeatable for credit - maximum six. Prerequisite: sophomore standing. Consent of instructor. Offered Occasionally.

ART 362 Cr.3
Drawing III
A studio course emphasizing growth in observation and interpretation of complex visual forms. Students will gain greater understanding in drawing as language through exploration of various styles and techniques in both traditional and contemporary drawings. Utilizing the expertise and experience gained in both "Drawing Foundations," ART162, and "Drawing II," ART 262, students will experiment through thematic exploration to develop a visual vocabulary in drawing, with life drawing as a major component. Lect. 1, Studio 4. Prerequisite: ART 262. Offered Fall, Spring.

ART 372 Cr.3
Photography and Imaging II
This course will explore the technical and conceptual fundamentals of digital photography. Students will become conversant in the techniques of digital capture, archiving, optimizing files and digital printing. The skill sets will include Adobe Photoshop and color management. The course will consist of lectures, demonstrations, class critiques, and explorations of the work of a wide range of digital photographers and related artists. Prerequisite: ART 272. Offered Fall, Spring.

ART 373 Cr.3
Documentary Strategies in Photography
This course introduces students to making documentary photographs. It entails an examination of the photographic document as it functions as evidence of real events, a catalyst to social reform, and an exploration of the cultural representation of reality. Lectures and class discussion will focus on the objectivity of the social document, and new documentary approaches. Students will create a final self-directed project. Prerequisite: ART 372. Offered Annually.

ART 375 Cr.3
Special Projects in Photography
Workshops, directed and individual readings, or projects involving significant content or activities not available through regular course offerings in photography. Repeatable for credit - maximum six. Consent of instructor. Offered Occasionally.

ART 376 Cr.3
Portraiture in Photography
Studio and environmental approaches to portraiture are studied and executed. Explores uses of studio and natural lighting; posing of singles, couples and small groups; designing strong compositions in studio settings; study of historic and contemporary portraitists. Prerequisite: ART 372. Offered Annually.

ART 377 Cr.3
Color Photography
A studio course in which students focus on the conceptual and aesthetic possibilities of color photography. Topics covered will include theory, history, contemporary directions in color photography and advanced digital printing. Students will produce a portfolio of color prints. Prerequisite: ART 372. Offered Annually.

ART 378 Cr.3
Advanced Digital Photography and Imaging
This class will utilize Photoshop to explore the conceptual and practical principles of photography in the digital era. Studio projects will explore creative possibilities of manipulated photographs, the impact of digital technology on contemporary photographic practice, as well as the aesthetic and ethical issues surrounding digitally fabricated images. In class discussions, readings and lectures will address critical issues in contemporary landscape and spatial perceptions, including environmental usage, digital reinterpretations of our surroundings, and the human form. Prerequisite: ART 372. Offered Annually.

ART 379 Cr.1
Applied Photography
Practical experience in applying photographic skills by participating as staff members for university publications. Repeatable for credit - maximum two. Consent of instructor. Offered Annually.

ART 399 Cr.2
Seminar in Professional Practices and Problems
Reading and discussion pertinent to the professional artist. Course intended to assist students in the final stages of their education to make a successful transition from undergraduate school to graduate program and the professional world of the artist. Prerequisite: ART 162, ART 164, ART 166, ART 252, ART 262; junior standing. Offered Fall, Spring.

ART 401 Cr.3
Methods in Art Education: Elementary to Early Adolescent Learners
This course is offered to art education majors who plan to teach visual art and design in the elementary and middle school art classrooms. Practical and philosophical aspects of teaching art will be emphasized. Current practices and theories of art education will be regarded. Students will be able to demonstrate the Wisconsin Visual Art and Design Model Academic Standards in the development of their unit and lesson plans, curriculum, and assessment. Prerequisite: concurrent enrollment in EDS 351; admission to teacher education; declared art education major. Offered Spring.

ART 403/503 Cr.3
Methods in Art: Early Adolescence-Adolescence
This course is designed for future art teachers in art and design education from early adolescence to adolescence. The students will consider current practices and theory related to teaching visual art and design in middle school and high school learning environments. They will observe in local classrooms and will analyze effective instructions as they plan delivery systems for their future classrooms. Using the Wisconsin Model Academic Standards, they will plan curriculum including unit and lesson plans as well as effective assessment of student learning. Prerequisite: junior standing. Offered Fall.

ART 405 Cr.3
Advanced Painting
An opportunity for further development of visual language through the medium of paint in an individualized studio environment. The course involves a dedication to ongoing creative work and an increased awareness of contemporary painting discourses. Students focus on issues of conduct and expression through individual projects and research. Repeatable for credit - maximum six. Lect. 1, Studio 4. Prerequisite: ART 305. Offered Fall, Spring.

ART 408 Cr.3
Advanced Computer Graphic Design
An advanced exploration of design problem-solving. This course approaches the Internet as a design space for visual communication. The aesthetics of web design and animation are explored through type, image, sound, time, and motion. Lect. 1, Studio 4. Prerequisite: ART 252, ART 308. Offered Fall, Spring.
ART 413/513 Cr.1-3  
**Independent Study**  
Concentrated study in any area: art history, art metal, ceramics, design, drawing, painting, printmaking, and sculpture. Open to advanced students who have excellent records in selected areas. Repeatable for credit - maximum six for majors, maximum of four for non-majors or minors. Prerequisite: junior standing. Consent of instructor. Offered Occasionally.

ART 414 Cr.3  
**Advanced Sculpture**  
A studio course providing opportunities for independent work for the advanced student in the area of sculpture. Students are challenged to further develop a personal vision of sculpture through various techniques offered in the studio. These techniques will be based on advanced foundry work, fabrication, and woodworking. Lect. 1, Studio 4. Prerequisite: ART 252, ART 314. Offered Fall, Spring.

ART 415 Cr.3  
**Art Seminar**  
Professional problems related to principles of art, art history, and art education research. Consent of instructor. Offered Occasionally.

ART 416 Cr.3  
**Advanced Ceramics**  
A studio course with emphasis placed on advanced production techniques including mixed construction methods in pottery. A student's knowledge of clay and glaze composition and kiln design and firing is furthered by an organized approach to technical research. Repeatable for credit - maximum six. Lect. 1, Studio 4. Prerequisite: ART 252, ART 316. Offered Fall, Spring.

ART 418 Cr.3  
**Advanced Printmaking**  
In this advanced course, each student will further their knowledge of intaglio and/or lithography by researching both multiple plate printing and simultaneous color printing methods. Concurrently students will apply the technical, historical, theoretical knowledge gained to their own areas of content. Repeatable for credit - maximum six. Lect. 1, Studio 4. Prerequisite: ART 252, ART 318. Consent of instructor. Offered Fall, Spring.

ART 419 Cr.3  
**Individual Problems in Printmaking**  
In this intensive studio/historical exploration, the student will concentrate on the development of content expressed through the techniques of printmaking. Repeatable for credit - maximum six. Lect. 1, Studio 4. Prerequisite: ART 418. Consent of instructor. Offered Fall, Spring.

ART 421 Cr.3  
**Advanced Metalsmithing**  
This studio course will focus on advanced techniques utilized in the creation of jewelry and metal objects. Areas of focus will include the manipulation of sheet metal to create dimension or depth through forming and surface enrichment. Emphasis will be placed on the student's ability to think and resolve design problems through creative use of the techniques learned during the course in the production of assignments. Individual research, design and creative applications are also emphasized. Repeatable for credit - maximum six. Lect. 1, Studio 4. Prerequisite: ART 321. Offered Fall, Spring.

ART 425 Cr.1-3  
**Perspectives in Art**  
This course allows the students to explore a specific art media on campus or in the international environment. The course will stress intensive research/creative endeavor. Repeatable for credit - maximum nine. Lect. 1, Studio 4. Prerequisite: ART 162; completion of 300-level advanced sequence in a studio media.. Consent of instructor. Offered Fall, Spring.

ART 431 Cr.2  
**Lectures in Art History**  
A series of lectures designed to study and analyze the artists and their works within society. Consent of instructor. Offered Occasionally.

ART 450 Cr.1-3  
**Internship in Art**  
An academic or experientially relevant course in the creative arts, art education, art history and museology. Repeatable for credit - maximum 15. No more than six credits may be applied toward a major in the art department. Prerequisite: at least a 2.50 overall GPA and a 2.75 GPA in art; at least 22 hours in art including specific course work where applicable; junior standing. Pass/Fail grading. Offered Occasionally.

ART 462 Cr.3  
**Advanced Drawing**  
A Studio course emphasizing thematic and conceptual growth in drawing with self-directed and mentored projects. Students will explore, examine and develop a concept in drawing by analyzing and integrating contemporary drawings practices. Utilizing the expertise and experience gained in studio media, student will experiment in alternative drawing media to seek connections among various studio practices including installation and performance. Repeatable for credit - maximum six. Lect. 1, Studio 4. Prerequisite: ART 362. Offered Annually.

ART 473 Cr.3  
**Documentary/Editorial Photography II**  
In-depth and specialized investigation of photojournalism. Topics for research and application include ethics and picture editing, illustration, photo essay, editorial assignments for real-world clients. Students produce an extended portfolio. Lect. 2, Lab. 2. Prerequisite: ART 272. Offered Occasionally.

ART 475 Cr.1-3  
**Perspectives in Art: Photography**  
This course allows the student to further explore photography on campus or in an international environment. The course will stress intensive research/creative endeavor. Repeatable for credit - maximum nine. Lect. 1, Studio 4. Prerequisite: 15 credits in the photography area including ART 272 and ART 372. Consent of instructor. Offered Occasionally.

ART 476 Cr.3  
**Experimental Photography and Imaging**  
This course has been designed to encourage advanced students to experiment with making image techniques. These include image-capture, traditional darkroom methods, non-narrative sequencing, non-silver processes, and surface manipulation of the photograph and of negatives, using the photograph as a sculptural object, collage and many other possibilities beyond the conventional representative photograph. The "camera" itself will be reexamined by exploring the camera obscura, pinhole photography, cell phones, the scanner as an image generator, and video as legitimate tools for creating photographic images and sequences. Lectures and films will acquaint students with the history and achievements of experimental photography. Prerequisite: ART 172, ART 272. Offered Annually.
Astronomy (AST) - Courses

+ next to a course number indicates a general education course

Courses

+AST/PHY 155 Cr.4
Solar System Astronomy
An introduction to astronomy as a science, emphasizing patterns in the night sky, our own solar system, and the possibility of life on other worlds. Throughout the course, comparison of observations with theoretical models will be stressed. Topics studied include the size and scale of the solar system relative to the universe; the scientific method; astronomical observations; motions of the earth, moon, sun, and planets; creating a model of the solar system; what we learn about planets from light and gravity; the structure and formation of the solar system; the planets and their moons; comets, asteroids, and meteoroids; and the possibility of life elsewhere in the universe. Recent results, including those from NASA missions, will be incorporated into the course. Lect. 3, Lab. 2. (Cross-listed with AST/PHY; may only earn credit in one department.) Offered Fall, Spring.

+AST/PHY 160 Cr.4
Stars, Galaxies and the Universe
An introduction to astronomy as a science, emphasizing celestial objects beyond our solar system. Throughout the course, comparison of observations with theoretical models will be stressed. Topics studied include the size and scale of the universe, using light and gravity to study the cosmos, the sun, the properties of other stars, lives and deaths of stars, star clusters, black holes, the Milky Way galaxy, dark matter, other galaxies, quasars, Big Bang cosmology, dark energy, and gravitational waves. Particular emphasis will be placed on recent discoveries. Lect. 3, Lab. 2. (Cross-listed with AST/PHY; may only earn credit in one department.) Offered Spring.

AST/PHY 362 Cr.3
Astrophysics
The application of principles studied in fundamental or general physics to various areas of astrophysical research. This course will emphasize topics like binary stars, stellar structure and evolution, the solar neutrino problem, white dwarfs, neutron stars, pulsars, the interstellar medium, galaxies and dark matter. Prerequisite: PHY 250, PHY 302; PHY/AST 155 or PHY/AST 160: MTH 310 or concurrent enrollment. (Cross-listed with AST/PHY; may only earn credit in one department.) Offered Alternate Years.

AST/PHY 363 Cr.1
Astrophysics Laboratory
An introduction to current observational techniques in astronomy and astrophysics. Students will learn the basics of planning professional observations, electronic detection, data acquisition and reduction, and analysis of results. Concerns for both imaging and spectroscopy will be incorporated, as well as aspects of multi-wavelength astronomy. Lab 3. Prerequisite: PHY 104 or PHY 204; MTH 151; PHY/AST 155 or PHY/AST 160. (Cross-listed with AST/PHY; may only earn credit in one department.) Offered Alternate Years.

AST/PHY 450/550 Cr.3-15
Physics and Astronomy Internship
Full- or part-time work experience in a physics or astronomy related position with a public or private agency. Not more than five credits are applicable to a major or three credits to a minor in physics. A written application, departmental acceptance, and appointment of adviser must be completed before registration. Repeatable for credit - maximum 15. Prerequisite: minimum cum GPA of 2.25 (2.50 in physics); PHY 104 or PHY 204, plus six credits in physics or astronomy courses above the 204 level; junior standing. (Cross-listed with AST/PHY; may only earn credit in one department.) Consent of department. Offered Occasionally.

AST/PHY 453/553 Cr.1-3
Topics in Physics and Astronomy
Various subjects of interest to specific groups will be on occasion. Specific subtopics will be assigned each time the course is offered. Such titles might include nuclear physics, low temperature physics and the interstellar medium. Repeatable for credit under different subtopics - maximum 12 credits. Prerequisite: PHY 104 or PHY 204; junior standing. (Cross-listed with AST/PHY; may only earn credit in one department.) Offered Fall, Spring, Summer.

AST/PHY 466 Cr.3
Cosmology and the Structure of The Universe
This course will emphasize topics relating to the history of our universe, from the Big Bang to galaxy evolution and the formation of the structures we see today. Students will study the cosmological distance ladder, black holes in galaxies, galaxy clusters, dark matter, the Big Bang model, the inflationary model, and the cosmological constant. The course will also include aspects of special and general relativity relevant to these subjects. Prerequisite: AST/PHY 160, PHY 250, PHY 302; MTH 309 or concurrent enrollment; MTH 310 or concurrent enrollment. (Cross-listed with AST/PHY; may only earn credit in one department.) Offered Alternate Years.

AST/PHY 497 Cr.1
Physics and Astronomy Seminar
This seminar series is intended for majors and minors in the department of physics as well as other students interested in physics, engineering and astronomy. It will consist of a series of talks given by visiting scientists and engineers as well as senior research students. The course provides an excellent opportunity to find out about the latest developments in physics, astronomy, and engineering and provides an excellent medium by which students can get to know each other and also their professors. All physics majors and minors are urged to sign up for this seminar each semester of their first year. Repeatable for credit - maximum four. A maximum of two credits can be used to satisfy elective requirements. (Cross-listed with AST/PHY; may only earn credit in one department.) Pass/Fail grading. Offered Fall, Spring.
AST/PHY 498 Cr.1-3

**Physics and Astronomy Research**

Independent work by a student under the supervision of a faculty member. Students can work on a variety of research projects including, but not limited to, the areas of astronomy, condensed matter, computational physics, physics education, low temperature physics, lasers, optics and spectroscopy. Repeatable for credit - maximum nine, with permission of department chair. (Cross-listed with AST/PHY, may only earn credit in one department.) Consent of department. Offered Fall, Spring, Summer.

### Biology (BIO) - Courses

+ next to a course number indicates a general education course

#### Courses

**+BIO 100 Cr.4**

**Biology for the Informed Citizen**

This course develops an understanding of what science is and utilizes biology as a framework for investigating the importance of science in our everyday lives. Topics include evolution, ecology, human impact on the environment, cell biology, and genetics as it relates to human reproduction. This course is designed as a general education course for non-science or non-allied health majors. Not applicable to the major or minor in biology. Prerequisite: Students with credit in BIO 103 or BIO 105 cannot earn credit in BIO 100. Offered Fall, Spring, Summer.

**+BIO 102 Cr.3**

**Contemporary Issues in Biological Sciences**

An intra-disciplinary approach to investigating current issues within the biological sciences. Specific topics under the general categories of health, medicine, environment, genetics, and industrial technology will be identified, described and characterized. The science underlying the issue will be explored and the potential impact (past and future) of applied scientific advances within the respective disciplines will be examined in depth. Not applicable to a major or minor in biology. Offered Occasionally.

**+BIO 105 Cr.4**

**General Biology**

An introduction to biology including topics in ecology, population biology, nutrient cycling, food webs, cell structure and function, metabolism, photosynthesis, reproduction, genetics, molecular biology and evolution. This course provides a strong foundation for further science courses, and is designed for science majors, allied health majors and students with an interest in science. Lect. 3, Lab. 2. Students cannot earn credit in both BIO 103 and BIO 105. Offered Fall, Spring.

BIO 202 Cr.2

**Introduction to Biological Data Analysis and Interpretation**

This course is an introduction to the common techniques used by biologists to efficiently and effectively process, interpret, and communicate ideas and information generated in the biological sciences. Students will learn the techniques in a hands-on approach using biological databases. Topics covered in this course will include basic laboratory and field notebook production and use; the use, analysis and interpretation of databases, graphs, tables, charts, and other visual aids used in scientific papers; techniques for digital microscopic image production and analysis. Prerequisite: BIO 103 or BIO 105. Offered Summer, Winter.

BIO 203 Cr.4

**Organismal Biology**

A survey of the diverse form and function of prokaryotes, protists, fungi, plants and animals. Basic ecology, natural history, evolution, biogeography and importance of organisms to humans will be emphasized. Lect. 3, Lab. 3. Prerequisite: BIO 103 or BIO 105 with a grade of "C" or better. If both BIO 210 and BIO 304 have been completed, BIO 203 cannot be taken for credit. Offered Fall, Spring.

BIO 210 Cr.3

**Animal Biology**

Animal biology is a phylogenetic survey of the animal-like protists and animal kingdom beginning with single celled organisms and ending with vertebrates. Innovation of form and function of each major animal group will be discussed along with their taxonomy, ecology, natural history, distribution, medical and economic importance to humans and natural ecosystems. Lect. 2, Lab 2. Prerequisite: BIO 203. Offered Fall.

BIO 260 Cr.1-3

**Special Topics in Biology**

Topics in biology of interest to selected groups. Topics will be offered with a specific title. May be staffed by resident faculty or visiting lecturers. Other departments may be invited to participate. Repeatable for credit - maximum six. Prerequisite: BIO 103 or BIO 105. Offered Occasionally.

BIO 299 Cr.1

**Biology Tutor Training Practicum**

This course is designed to offer training and supervision for biology tutors. The course will include an overview of best tutoring practices and how to best serve different client populations. Students will develop a reflective tutoring practice based on reading and course discussions. Content specific training will be done throughout the semester at appropriate times. It is strongly encouraged that the student take the course during the first semester of employment at a biology tutor. Failure to complete the course during the first year of employment will result in termination of employment as a tutor. Students who repeat the course will engage more deeply with the content. Repeatable for credit - maximum three. Prerequisite: BIO 105. Consent of instructor. Pass/Fail grading. Offered Fall, Spring.

BIO 302 Cr.2

**Introductory Plant Identification**

Introduction to the identification of trees, shrubs, and other herbaceous plants of both local native and cultivated species. Field trips required. Lect. 1, Lab. 2. Prerequisite: BIO 203 or BIO 304. Offered Fall - Odd Numbered Years.

BIO 303 Cr.4

**Vertebrate Form and Function**

Anatomy and physiology of the vertebrates with the rat as the basic study animal. Lect. 2, Lab. 4. Prerequisite: BIO 103 or BIO 105. Offered Occasionally.

BIO 304 Cr.3

**Plant Biology**

Plant Biology is a phylogenetic survey of the plant-like protists and organisms in the plant kingdom beginning with single celled organisms and ending with flowering plants. Innovation of form and function of each major plant group will be discussed along with their anatomy, morphology, taxonomy, ecology, natural history, distribution, medical and economic importance to humans and natural ecosystems. Lect. 2, Lab. 2. Prerequisite: BIO 203. Offered Spring.
BIO 304 Cr.3
Genetics
A comprehensive study of the basic principles of heredity, including Mendelian and Molecular Genetics. Lect. 3, Lab. 2. Prerequisite: BIO 103 or BIO 105 and a second biology course applicable to the major. Offered Fall, Spring.

BIO 307 Cr.3
Ecology
A study of interactions that determine the distribution and abundance of living organisms. The basic principles of ecology are presented in order to develop an understanding of the nature of these interactions at the individual, population and community levels of biological organization. Prerequisite: BIO 203. Offered Fall, Spring.

BIO 312 Cr.4
Human Anatomy and Physiology I
A comprehensive study of general anatomical and physiological principles of cells, body fluid compartments, the skeletal, muscular, and nervous systems and the special senses. Required elements of the laboratory portion of the course include computer simulations, microscopy, mammal organ dissections and study of cadaver prospections. Students who have completed this course, or are currently enrolled, may not register for this course again until after freshmen registration (unless they have instructor/department consent). Lect. 3, Lab. 2. Prerequisite: grade “C” or better in BIO 103/BIO 105 & CHM 103. Students who have completed this course, or are currently enrolled, may not register for this course again until after freshmen registration (unless they have instructor/department consent). Offered Fall, Spring, Summer.

BIO 313 Cr.4
Human Anatomy and Physiology II
A comprehensive study of the cardiovascular, respiratory, digestive, urinary, reproductive and endocrine systems. Required elements of the laboratory portion of this course include computer simulations, microscopy, mammal organ dissections and study of cadaver prospections. Lect. 3, Lab. 2. Prerequisite: BIO 312. Students who have completed this course, or who are currently enrolled, may not register for this course again until after freshmen registration (unless they have instructor/department consent). Offered Fall, Spring, Summer.

BIO 315 Cr.4
Cell Biology
A comprehensive overview of cell structure and function, including the nature of biomolecules, cellular metabolism and its regulation, the dynamics of membranes and the cytoskeleton, the execution and control of the cell cycle, cell interactions, and cell signaling. Lect. 3, Lab. 3. Prerequisite: BIO 103 or BIO 105; one additional semester of biology; and a minimum of three semesters of chemistry through organic chemistry. Offered Fall, Spring.

BIO 321 Cr.3
Ornithology
Field identification and ecology of birds with emphasis on Wisconsin forms. Lect. 2, Lab. 3. Prerequisite: BIO 203 or BIO 210 or BIO 303. Offered Spring.

BIO 330 Cr.3
Economic Botany
Plants provide humans with food, feed, fuel, fiber, pharmaceuticals, and other economically important products. This course provides an introduction to domesticated plant varieties and wild plant species and their value in human and domestic animal nutrition, and as energy sources, manufactured materials and drugs. Ethnobotanical interests in wild plant species will also be discussed. Prerequisite: BIO 203 or BIO 304. Offered Alternate Years.

BIO 333 Cr.3
Radiation Biology
Applications and effects of nuclear radiation on biological systems. Lect. 2, Lab. 2. Prerequisite: BIO 103 or BIO 105; one additional course in biology; CHM 103. Offered Spring.

BIO 337 Cr.3
Plant Physiology
An introduction to plant water relations, mineral nutrition, respiration, photosynthesis, growth, and development with emphasis on the physiology of seed plants. Prerequisite: BIO 203 or BIO 304. Offered Occasionally.

BIO 341 Cr.3
Limnology
This course includes fundamentals of aquatic ecology, with special reference to community ecology. Taxonomy, stratification and succession of organisms to be investigated. Energy traffic through aquatic ecosystems will also be investigated. Field trips required. Lect. 2, Lab. 3. Prerequisite: BIO 103 or BIO 105; one additional biology course; one semester of chemistry. Offered Fall.

BIO/CHM/PHY 356 Cr.2
Curriculum and Assessment in Math and Science
Student are introduced to state and national content standards and related theories on teaching and learning. They will apply this knowledge to develop a curricular framework. Topics will include: Learning outcomes, student misconceptions, balanced assessment, and lesson planning in the content areas. Prerequisite: declared math or science education major/minor; admission to teacher education. (Cross-listed with BIO/CHM/PHY; may only earn credit in one department.) Offered Fall.

BIO 390 Cr.2
Latin and Greek Roots in Scientific Terminology
Most scientific terminology comes to us as derived from Latin and Greek words. This course provides a solid background in scientific vocabulary by learning root words, prefixes and suffixes, as well as combinations of two or more root words and prefixes. Does not apply toward biology major or any concentration. Prerequisite: BIO 103 or BIO 105. Offered Fall.

BIO 401 Cr.4
Comparative Vertebrate Anatomy
Comparative anatomy is fundamental to vertebrate function and evolutionary biology. The course will cover the chordate body system-by-system and across the group’s evolution, diversity, and ecological challenges, from flying and running vertebrates to sea squirts and lampreys. Labs will raise insight and skill through comprehensive, respectful dissection of cats, dogfish sharks, lampreys, and representative organ specimens. Lect. 3, Lab. 2. Prerequisite: BIO 203 or BIO 210; junior, senior, or graduate standing. Offered Spring.

BIO 404/504 Cr.3
Plant Taxonomy
Collection, identification, classification, and evolution of the vascular plants with emphasis on local flora. Lect. 1, Lab. 4. Prerequisite: BIO 203 or BIO 304; junior standing. Offered Spring - Odd Numbered Years.

BIO 405/505 Cr.2
Aquatic and Wetland Vascular Plants
Identification and collection of vascular plants of aquatic and marsh habitats with emphasis on adaptive morphology and ecology of local species. Field trips required. Lect. 1, Lab. 2. Prerequisite: BIO 203 or BIO 304; junior standing. Offered Fall - Even Numbered Years.
BIO 406/506 Cr. 4
Parasitology
A survey of the major groups of animal parasites with regard to their
taxonomy, morphology, life histories, host-parasite relationships, and
economic importance. Lect. 2, Lab 4. Prerequisite: BIO 203 or BIO 210 or
BIO 303; junior standing. Offered Fall.

BIO 408/508 Cr. 4
Developmental Biology
An exploration of the cellular and molecular mechanisms that underlie
embryonic development in several model organisms. Topics include
fertilization, regulation of gene expression, cell fate determination,
stem cells, early pattern formation, morphogenesis of tissues/organs,
and limb formation. The course primarily focuses on animal models
with an emphasis on evolutionarily conserved processes, structures,
and molecular pathways. Technological advances and relevance to
human development and disease are highlighted throughout. Lect. 2,
Lab. 4. Prerequisite: BIO 203 or BIO 210 or BIO 303; BIO 306 or MIC 416;
BIO 315; junior standing. Offered Spring.

BIO 410 Cr. 1
Human Cadaver Dissection
This supervised cadaver dissection course uses a regional anatomy
approach and is designed to improve students’ competency in human
gross anatomy. Students will prepare a human cadaver prosection for
use in undergraduate anatomy and physiology laboratories. In addition
to dissections, students will use computer-based learning projects and
literature reviews to enhance their understanding of human anatomy
and the historical and current role of cadavers in society. Prerequisite:
BIO 312, BIO 313, and BIO 479 (must have been a TA for BIO 312 or
BIO 313). Consent of instructor. Offered Summer.

BIO 412/512 Cr. 4
Mycology
A survey of all the major groups of fungi of the fungal kingdom (and
relatives) in terms of systematics, anatomy, morphology, ecology,
physiology, genetics, evolutionary relationships, and human and plant
pathology. Laboratory includes microscopic and macroscopic study
of the fungi, as well as making a collection of cultures and of fungal
reproductive structures (including mushrooms) from selected groups.
Lect. 2, Lab 4. Prerequisite: BIO 203 or BIO 304 or MIC 230 (Both the
microbiology course and one of the biology courses are strongly
recommended); junior standing. Offered Fall.

BIO 413/513 Cr. 3
Medical Mycology
A study of the increasing number of medically important fungi, including
the yeasts, molds, other fungi, and actinomycetes that are pathogenic
to humans and other animals. Emphasis is on laboratory techniques
for isolation and identification of pathogenic fungi. Lect. 2, Lab. 2.
Prerequisite: BIO 412 or MIC 230; junior standing. Offered Spring.

BIO 414/514 Cr. 3
Freshwater Invertebrate Zoology
Introduces the ecology and taxonomy of the metazoan, non–parasitic
freshwater invertebrates. An extensive course designed to provide a
foundation for taxonomic knowledge, and basic understanding of the
biology and ecology of freshwater invertebrates for advanced students
in aquatic and environmental sciences. Lectures will focus on ecology;
labs on taxonomy and quantitative skills. A student reference collection
and field trips will be required. Lect. 2, Lab. 2. Prerequisite: BIO 203 or
BIO 210 or BIO 341; junior standing. Offered Fall - Even Numbered Years.

BIO 419/519 Cr. 3
Quantitative Methods in Ecology
An introduction to field and laboratory procedures used by ecologists
to describe and analyze the interactions between organisms and their
environments. The course will emphasize quantitative techniques,
including the use of computer technology, for collecting, recording and
interpreting ecological data. Lect. 2, Lab. 2. Prerequisite: BIO 307 or
BIO 341; junior standing. Offered Fall.

BIO 421/521 Cr. 3
Comparative Vertebrate Endocrinology
A comprehensive study of the production, regulation, structure,
molecular to whole-body actions, metabolism, and excretion of
biochemical signaling molecules across vertebrates with a focus on
amphibians, fish, birds, and mammals. Hormone and neurotransmitter
pathways will be examined with relationship to evolutionary and
environmental influences using lecture, review of primary literature, and
case studies. Credit toward the biology major can only be received for
this class or BIO 424, not both. Prerequisite: BIO 313 or BIO 458; junior
standing. Offered Spring.

BIO 422/522 Cr. 3
Ichthyology
A study of the taxonomy, anatomy, physiology, and ecology of fish, with
emphasis on the fresh water fishes. Lect. 2, Lab. 2. Prerequisite: BIO 203
or BIO 210 or BIO 303; junior standing. Offered Fall - Odd Numbered
Years.

BIO 424/524 Cr. 3
Human Endocrinology
A comprehensive study of the production, regulation, structure,
molecular to whole body actions, metabolism, and excretion of
biochemical signaling molecules in humans. The classical and more
recently recognized neurotransmitter and hormone pathways and
clinical and pharmacology considerations of each will be explored
using lectures, primary literature, and case studies. Credit toward the
biology major can only be received for this class or BIO 421, not both.
Prerequisite: BIO 313 or BIO 458; junior standing. Offered Fall.

BIO 428/528 Cr. 3
Advanced Nutrition for the Health Professions
A comprehensive study of nutrition-related diseases and nutrition
assessment, evaluation, and management in clinical settings that
people working in healthcare may encounter. Prerequisite: BIO 313 or
NUT 200; junior standing. Offered Spring.

BIO 429/529 Cr. 3
Evolution
Consideration of the principles and the record of organic evolution of
plants and animals. Prerequisite: BIO 306; junior standing. Offered Fall,
Spring.

BIO 432/532 Cr. 3
Biology of Cancer
A survey of the current knowledge of cancer biology. The course will
include lectures, readings and discussions on a wide range of cancer
topics, including: characteristics of cancer cells, carcinogenesis, cancer
genes, tumor classification, invasion, metastasis, impact of cancer
on body functions, epidemiology, inheritance, immunology, diagnosis,
treatment, and prevention. Prerequisite: BIO 303 or BIO 313; BIO 306 or
MIC 416; junior standing. Offered Fall.
BIO 435/535 Cr.3
**Molecular Biology**
A study of molecular biology with an emphasis on eukaryotic systems. The course will focus on the molecular aspects controlling biological processes. The impact of recombinant DNA technology on biotechnology and medicine will also be examined. Prerequisite: BIO 306 and BIO 315, or MIC 416 and three semesters of college chemistry including organic chemistry; junior standing. Biochemistry strongly recommended. BIO 436 is an optional laboratory which can be taken concurrently. Offered Fall.

BIO 436/536 Cr.1
**Molecular Biology Laboratory**
A study of molecular biology with an emphasis on eukaryotic systems. Laboratory emphasis is on recombinant DNA technology, current techniques used to express recombinant proteins in eukaryotic cells, computer based DNA analysis, macromolecular modeling using computers, and quantitative assay techniques. This lab is optional for those enrolled in BIO 435. Lab 3. Prerequisite: taken concurrently with BIO 435; junior standing. Offered Fall.

BIO 437/537 Cr.3
**Plant Growth and Development**
Discussion of experiments and analysis of research data obtained from the living plant. Prerequisite: BIO 203 or BIO 304; junior standing. Offered Occasionally.

BIO 439/539 Cr.3
**Plant Anatomy**
A detailed examination of plant structure and development as revealed with the light and electron microscopes. Primarily seed plants will be examined. Structure and development will be studied as a means by which plants cope with their ecology, evolution and function. Lect. 2, Lab 2. Prerequisite: BIO 203 or BIO 304; junior standing. Offered Occasionally.

BIO/MIC 440/540 Cr.2
**Bioinformatics**
In this course, students will use computers to study and compare the sequence of nucleotides in DNA or RNA, or the amino acids in a protein. Computers are also used to examine the three dimensional structure of protein. Being able to manipulate and study this information is the basis for the current revolution in biotechnology. Topics include evolution, taxonomy, genomics and understanding disease. This course provides students an opportunity to explore the relationships between biology, microbiology, chemistry and computer science. Lect. 1, Lab 2. Prerequisite: BIO 306 or MIC 416; junior standing. (Cross-listed with BIO/ MIC, may only earn credit in one department.) Offered Spring, Winter.

BIO 441/541 Cr.3
**Environmental Toxicology**
The study of the lethal and sublethal effects of chemical contaminants on ecosystems and humans. Topics covered include environmental legislation, chemical distribution and fate in the environment, methods of toxicity testing, assessment of exposure and risk, effects of chemical contaminants on humans, and fish and wildlife populations, communities and ecosystems, and toxicity of specific chemical groups. Prerequisite: BIO 307 or BIO 341; CHM 104; junior standing. Offered Spring - Odd Numbered Years.

BIO/MIC 442/542 Cr.3
**Plant Microbe Interactions**
This course will explore in depth various ways that plants interact with microbes in the environment, at the macroscopic, cellular, and molecular levels. Case studies will include both parasitic and mutualistic (symbiotic) interactions. Microbes include fungi, bacteria, nematodes, and viruses. Includes plant pathology and studies of the beneficial relationships between plants and microbes. Inquiry based labs are integrated into the lecture and discussion sessions. Lect. 2, Lab 2. Prerequisite: BIO 203 or BIO 304; MIC 230; BIO 306 or MIC 416; junior standing. (Cross-listed with BIO/MIC; may only earn credit in one department.) Offered Spring - Even Numbered Years.

BIO 443/543 Cr.3
**Molecular Mechanism of Disease and Drug Action**
A survey of the leading non-infectious and non-cancerous diseases in the industrialized world. This course will explore the molecular mechanisms of disease, clinical symptomology, and pharmacological treatment. Students will be expected to conduct thorough research on a given disease and present their results in a poster session. Prerequisite: BIO 306, BIO 313; CHM 300 or CHM 304; junior standing. Offered Spring.

BIO 446 Cr.3
**Animal Behavior**
We will explore factors that help to explain how and why animals behave as they do. Example topics include social behavior, learning, symbiotic relationships, sensory systems, communication, mating systems, defense, and parental care. Emphasis will be placed on non-human animals. Discussions, presentations, illustrations, and other activities offer opportunities for students to apply behavioral research knowledge and skills. Prerequisite: BIO 105; BIO 203 or PSY 331. Offered Annually.

BIO 447/547 Cr.3
**Standard Methods/Quality Assurance Water Analyses**
This course will instruct students on the use of standard methods for analyses of selected biological, chemical, and physical constituents commonly included in water quality analyses. Quality assurance procedures, including Good Laboratory Practice Standards (GLPS) will be integrated into all activities. Materials covered include: principles of methods used; evaluation of precision, bias, and contamination; proper reporting and interpretation of results; and environmental sources and significance of constituents analyzed. Lect. 1, Lab 4. Prerequisite: BIO 203 or BIO 210 or BIO 303 or BIO 304 ; three semesters of college chemistry; junior standing. BIO 341 recommended. Offered Spring - Odd Numbered Years.

BIO 449/549 Cr.3
**Advanced Microscopy and Biological Imaging**
Principles and techniques used in modern microscopy and biological image analysis. Emphasis will be on student projects to become proficient at confocal, fluorescence, and scanning electron microscopy. Students will also learn specimen preparation, digital imaging, and image processing and analysis for biological applications. Lect. 2, Lab 2. Prerequisite: BIO 315 or MIC 230; junior standing. Offered Fall - Even Numbered Years.

BIO 450 Cr.1-3
**Internship in Biology**
An academically relevant field experience in government, industry, business, or community agencies. Students must have their internships approved and be advised by the department. Students must be on their internship worksite during the semester for which they are registered for academic credit. Credits earned will count only toward university electives and not toward the completion of any major or minor unless listed. Repeatable for credit - maximum eight. Pass/Fail grading. Offered Fall, Spring, Summer.
BIO 456/556 Cr.4
Plant Ecology
Conservation biology, ecological restoration, and predicting the effects of climate change all require an understanding of plant ecology. This course is focused on the interactions among plants, other organisms, and the environment. We will work across the individual, population, and community levels, and emphasize an exploratory approach to plant ecology. Class activities will include lectures, the discussion of ecological journal articles, and carrying out student-designed experiments. Prerequisite: BIO 307 or BIO 341; junior standing. Offered Fall - Even Numbered Years.

BIO 458/558 Cr.4
Comparative Animal Physiology
This course has both a lecture and a laboratory component. It aims to provide a thorough understanding of animal physiology from a comparative perspective. Emphasis will be placed on the basic physiological principles by which animals perform their life sustaining functions. Lectures will focus on vertebral animals, but will span both invertebrate and vertebrate models to illustrate how largely divergent groups have evolved different (or similar) mechanisms to cope with environmental challenges. The laboratory component will provide an active learning environment and hands-on experience in physiological experimentation. Lect. 3, Lab 2. Prerequisite: BIO 203 or BIO 210 or BIO 401; junior standing. Offered Fall.

BIO 460/560 Cr.1-4
Symposium in Biology
Studies in biology of interest to specific groups. Varying topics will be offered at intervals with a specific title assigned to each. May be staffed by resident faculty or visiting lecturers. Other departments may be invited to participate. Repeatable for credit - maximum 16. Variable offerings - check registration schedules. Prerequisite: four semesters of biology; junior standing. Offered Occasionally.

BIO 464/564 Cr.3
Stream and Watershed Ecology
An introduction to key concepts and theory pertinent to understanding and managing fluvial ecosystems (rivers and streams) and their watersheds. The course emphasizes rivers as large-scale physical and biological systems. Course work includes a comparative case study of distinctive types of temperate, tropical, and polar rivers. Prerequisite: BIO 307 or BIO 341; junior standing. Offered Spring.

BIO 465/565 Cr.3
Neurophysiology
An examination of the nervous system beginning at the cellular level and working up to neuronal systems. Topics covered include the ionic basis of membrane potentials, synaptic communication, organization of functional circuits of neurons, and systems within the brain and/or spinal cord which control learning and memory, vision and motor function. Exploration of these fundamental neurophysiology topics from the basis for understanding a variety of student-selected topics which will be covered later in the semester. Late-semester topics often include higher-order aspects of brain function or challenges to the nervous system, such as the repair of brain or spinal cord injury, degenerative disease states, dyslexia, or gender differences. BIO 467 is an optional laboratory course which can be taken concurrently. Prerequisite: BIO 312; junior standing. Offered Spring.

BIO 466/566 Cr.3
Human Molecular Genetics
A study of the basic principles of heredity in humans. Focus will be on modern molecular techniques used in isolating human disease genes and modes of inheritance of human traits and disorders. Ethical issues in human genetics will also be discussed. Prerequisite: BIO 306; junior standing. Offered Fall.

BIO 467/567 Cr.2
Neurobiology Laboratory Techniques
An introduction to common laboratory techniques in neurobiology, including electrophysiology with invertebrate preparations, mammalian neuronal cell culture, and computational modeling. Students will receive training in techniques while performing classical experiments, then design their own novel experiments and carry them out. Prerequisite: BIO 312; BIO 465 or concurrent enrollment; junior standing. Offered Spring - Odd Numbered Years.

BIO 468/568 Cr.1
Human Molecular Genetics Lab
A study of the techniques used in doing research in human molecular genetics with a focus on commonly used model organisms in the study of human genetic disorders. Laboratory emphasis is on phenotype analysis, library screening, DNA microarray analysis, gene mapping, and bioinformatics. This lab is optional for those enrolled in BIO 466/566. Lab 3. Prerequisite: BIO 306; BIO 466 concurrently; junior standing. Offered Fall.

BIO/CHM/PHY 469 Cr.4
Teaching and Learning Science in the Secondary School
This course will be integrated with a field experience. In the context of a real classroom, teacher candidates will learn how to plan for and assess student learning in science. With a focus on content knowledge, teacher candidates will plan a variety of meaningful learning experiences, assess student learning, and monitor and modify instruction to best support the individual learners in the classroom. The teacher candidate will design, enact, and assess activities that advance student understanding to more complex levels. Teacher candidates will gain experience in monitoring the obstacles and barriers that some students or groups of students face in school and learn how to design learning experiences to support all learners. Prerequisite: GEO 200; EDS 351. (Cross-listed with BIO/CHM/PHY; may only earn credit in one department.) Offered Fall, Spring.

BIO 473/573 Cr.3
Marine Biology
Marine biology is an interdisciplinary field that includes elements of geology, physics, chemistry and biology. Students will gain an introduction to how biological organisms deal with varying physical, geological and chemical conditions found in marine ecosystems. Emphasis will be placed on current conservation concerns and marine invertebrate diversity. Prerequisite: BIO 203; CHM 103; junior standing. Offered Spring - Odd Numbered Years.

BIO 476/576 Cr.3
Ecosystem Ecology
Ecosystems include the living and non-living components of an environmental system and have emergent properties that can only be understood by examining the system as a whole. This course will examine advanced ecological topics centered around the structure and function of aquatic and terrestrial ecosystems. Topics covered will include the development of the ecosystem concept, ecosystem succession, production/decomposition, energy transfer in food webs, and nutrient cycling. The course will consist of classroom lectures, problem sets, and reading/discussion of relevant literature. Prerequisite: BIO 307; one semester of chemistry; junior standing. Offered Spring - Even Numbered Years.
BIO 479 Cr.1

**Biology Teaching Assistant**

An opportunity to assist in the preparation and/or instruction of a biology course. Working with a faculty member, students may be expected to assist in the development and preparation of course materials, course instruction and student assessment. Repeatable for credit - maximum two. Departmental option for pass/fail or letter grade. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

BIO 488 Cr.3

**Mammalogy**

A study of the diversity and biology of mammals. The evolutionary history of mammals provides the basis for a survey of modern mammalian groups, including their phylogenetic relationships, ecology, adaptations, and complex behaviors. Specimens of Wisconsin species will supplement the lectures. Prerequisite: BIO 103 or BIO 105; BIO 203 or BIO 210; junior standing. Offered Fall.

BIO 489 Cr.1

**Independent Study in Biology**

A directed reading project or job shadowing experience within the discipline but outside that offered through regularly scheduled courses. Under the direction of the supervising faculty member (and in coordination with mentoring professional for job shadowing experience). A written report is an expected outcome. Repeatable for credit - maximum two. Consent of department. Offered Fall, Spring, Summer.

BIO 490/590 Cr.1-3

**Current Topics in Biology Education**

Biological researchers produce new discoveries almost daily. The purpose of this course is to train K-12 pre-service and in-service teachers in the current technologies and theories used in biology and to demonstrate the current approaches to teaching these materials. Repeatable for credit under different topics. Not applicable to a major or minor in biology, except for teacher certification major. Departmental option for pass/fail grading. Prerequisite: junior standing. Pass/Fail grading. Offered Fall.

BIO 491 Cr.1

**Capstone Seminar in Biology**

A seminar-style course designed for students to review and discuss basic concepts necessary for a career in the biological sciences and to assess their major in biology. This course will cover basic concepts of resume and cover letter writing, quantitative skills, computer literacy and current topics in biology. Students are expected to actively participate in an assessment of their major, and participate in discussions on major issues and developments in the biological sciences. Students will present a seminar on a contemporary biological topic incorporating primary literature. Prerequisite: senior standing. Offered Fall, Spring.

BIO 495 Cr.1-3

**Service Learning in Biology**

Students will plan, implement, and reflect on community service projects that will allow them to apply, enhance, and share what they have learned in a specific area of focus (such as aquatic science, nutrition, etc.) in cooperation with one or more community partners. The student’s university advisor(s) and the participating community partner(s) will provide constructive evaluation of the project and student reflections throughout the experience. The student will provide formal written and oral communications to the advising faculty and community partner(s) regarding the outcomes of the service project. Repeatable for credit - maximum three. Prerequisite: junior standing. Offered Fall, Spring, Summer.

BIO 499 Cr.1-3

**Independent Research**

Individual research projects. Open to advanced students. Students may enroll for 1-3 credits per semester for a maximum of six credits. A maximum of two credits can be applied to the major in biology. Prerequisite: four semesters of biology and the completion of a consent form signed by the project director. Consent of instructor. Offered Fall, Spring, Summer.

### Business Administration (BUS) - Courses

**Courses**

**BUS 205 Cr.3**

**The Legal & Ethical Environment of Business**

This course introduces students to ethical theory and decision-making models, as well as the legal framework in which American business operates, the substantive legal rules that govern American business domestically and internationally, and the ethical and social responsibility implications of business conduct within the legal environment. Governmental efforts to regulate business activity by statute and administrative agency rules and decisions are emphasized. Prerequisite: ECO 110 or ECO 120; sophomore standing; CBA major or business administration minor. Offered Fall, Spring.

**BUS 230 Cr.3**

**Business and Economics Research and Communication**

The study of the scientific method as used in business and economics research, beginning with the identification of the problem and culminating in the final report. Analysis of the reliability and validity of data, effectiveness of presentation, and a critical study of the validity of conclusions. Prerequisite: ENG 110 or ENG 112; MTH 145; CBA major or CLS economics major. Offered Fall, Spring.

**BUS 240 Cr.3**

**Introduction to International Business**

The course serves as an introduction to the field of international business and relates it to both the functional areas of business and to the basic disciplines which define the international environment. Within this frame of reference, the course focuses on the problems and opportunities which arise when firms conduct business abroad. Offered Occasionally.

**BUS 300 Cr.3**

**Business Communication**

This course explores different genres of written and oral communication employed in the business environment. Emphasis is placed on utilizing communication strategies that are tailored to both the audience and the organizational context in which the communication takes place. The ethical implications of communication within a business environment are also considered. This course develops a process approach to writing, which moves from planning through revision and final editing in producing business-related documents. Students will also be introduced to communication techniques that enhance productivity within groups as well as develop the ability to write as a team and create presentations that flow seamlessly. Prerequisite: ACC 221; CST 110; ECO 110, ECO 120; ENG 110; sophomore standing. Offered Fall, Spring.

**BUS 305 Cr.3**

**Business Law**

Introduces the common law subjects of contracts, agency and torts; the Uniform Commercial Code's treatment of sales contracts; and criminal law issues relevant to management decision-making. Prerequisite: BUS 205; admission to business. Offered Fall, Spring.
BUS 310 Cr.3
Principles of Sustainable Business
This course lays a foundation on the relationships between social, environmental and business systems. Challenges to existing business theory will embrace a new ecological perspective of business that includes an introduction to complexity theory, systems thinking, evolutionary economics and biomimicry. The specific topics of the triple-bottom-line, full-cost accounting, green marketing, human rights and social equity are explored within the context of local and global ecosystems and a broadened mission for "sustainable" business in the 21st century. Prerequisite: admission to business. Offered Annually.

BUS 350 Cr.1
Career Preparation
This course prepares students to change from the academic environment to the professional environment. Topics include self-assessment, preparing for interviews, written and oral communication in a career search, electronic resources, and graduate school opportunities. Prerequisite: admission to business. Pass/Fail grading. Offered Fall, Spring.

BUS 400 Cr.1
Foreign Study Tour
This course and accompanying tour will give students an opportunity to gain an in-depth knowledge of a foreign city and/or region. The class will prepare students for international travel in general, and for the experience of visiting selected cities/areas. The specific cities/areas to be visited may vary by semester and by professor. Students are encouraged to meet with prospective professors/leaders early so that the students’ interests will best be served. Notes: 1) class is open only to those students participating in the class/tour which will generally be for two weeks and commence at the end of the regular semester; 2) students who enroll in the class/tour will be asked to make a non-refundable deposit prior to the beginning of the semester. Prerequisite: MGT 308; FIN 355; MKT 309; admission to business. To be taken concurrently with INS 226. Consent of instructor. Offered Occasionally.

BUS 415 Cr.3
The Law of International Business Transactions
This course examines the legal problems that arise when business activities and organizations cross national boundaries and become multinational in structure, operation, and scope. Specific attention is paid to the legal effects of international business decisions; doing business in market, non-market and developing nations; the movement of goods, people and information across national borders; protection of intellectual property; international dispute resolution; and international contracts. Prerequisite: BUS 205; admission to business. Offered Fall, Spring.

BUS 450 Cr.3
Business Sustainability Capstone
This capstone course will act as a culmination of the Sustainability Minor in Business. By the time students complete this last course in the minor, they will have developed not only a deep exposure to the "content" of sustainable business, but also a great deal of firsthand experience with the very tools and procedures that breathe factual "life" into that content, including the triple-bottom-line, full-cost accounting, externalities, and ecological footprint audits. Speakers from and field trips to businesses engaging in sustainability practices will also be a part of this course. Open only to minors in sustainable business.
Prerequisite: BUS 310; MGT 408; and six additional credits applicable to the sustainable business minor. Offered Annually.

Chemistry (CHM) - Courses
+ next to a course number indicates a general education course

Courses

+CHM 100 Cr.4
Contemporary Chemistry
A survey course focusing on applied chemistry. Fundamental chemistry and science concepts are developed and then used to study applications of this science to technology in society. Emphasis is placed on selected topics that are current. Course is not applicable to a major or minor in chemistry and does not meet the prerequisite requirement of any other chemistry course. Lect. 3, Lab 2. Offered Fall.

+CHM 103 Cr.5
General Chemistry I
An introduction to chemistry including topics in atomic structure, chemical bonding, molecular structure, chemical stoichiometry, reactivity, states of matter, solutions, acid-base theory, and nuclear chemistry, and also including selected topics in descriptive and applied chemistry. Scientific inquiry, experimental design and data analysis are included. Lect. 3, Lab 3, Disc. 1. Prerequisite: MTH 150 or placement into MTH 151 or higher. Offered Fall, Spring, Summer.

CHM 104 Cr.5
General Chemistry II
The second half of the two-semester sequence in general chemistry. The course provides an introduction to the topics of chemical kinetics, equilibria in the gas and solution phases, acid-base chemistry, solubility, thermochemistry, and electrochemistry. The laboratory portion of the course serves to reinforce and demonstrate the above concepts through experimentation. Lect. 3, Lab 3, Disc. 1. Prerequisite: grade of "C" or better in CHM 103. Offered Fall, Spring.

CHM 250 Cr.3
Introduction to Organic and Biochemistry
A survey course focusing on basic organic and biochemistry with applications to chemical processes in human and other living systems. Course is not applicable to a major or minor in chemistry and does not meet the prerequisite requirement of any other chemistry course. Prerequisite: grade of "C" or better in CHM 103. Students with credit in CHM 300 or CHM 325 cannot earn credit in CHM 250. Offered Spring.

CHM 271 Cr.1
Current Topics in Law
Examination of current legal problems as they relate to business. Prerequisite: admission to business. Offered Occasionally.

CHM 300 Cr.3
Business Sustainability Capstone
Principles of Sustainable Business
This course lays a foundation on the relationships between social, environmental and business systems. Challenges to existing business theory will embrace a new ecological perspective of business that includes an introduction to complexity theory, systems thinking, evolutionary economics and biomimicry. The specific topics of the triple-bottom-line, full-cost accounting, green marketing, human rights and social equity are explored within the context of local and global ecosystems and a broadened mission for "sustainable" business in the 21st century. Prerequisite: admission to business. Offered Annually.

BUS 310 Cr.3
Principles of Sustainable Business
This course lays a foundation on the relationships between social, environmental and business systems. Challenges to existing business theory will embrace a new ecological perspective of business that includes an introduction to complexity theory, systems thinking, evolutionary economics and biomimicry. The specific topics of the triple-bottom-line, full-cost accounting, green marketing, human rights and social equity are explored within the context of local and global ecosystems and a broadened mission for "sustainable" business in the 21st century. Prerequisite: admission to business. Offered Annually.

BUS 350 Cr.1
Career Preparation
This course prepares students to change from the academic environment to the professional environment. Topics include self-assessment, preparing for interviews, written and oral communication in a career search, electronic resources, and graduate school opportunities. Prerequisite: admission to business. Pass/Fail grading. Offered Fall, Spring.

BUS 400 Cr.1
Foreign Study Tour
This course and accompanying tour will give students an opportunity to gain an in-depth knowledge of a foreign city and/or region. The class will prepare students for international travel in general, and for the experience of visiting selected cities/areas. The specific cities/areas to be visited may vary by semester and by professor. Students are encouraged to meet with prospective professors/leaders early so that the students’ interests will best be served. Notes: 1) class is open only to those students participating in the class/tour which will generally be for two weeks and commence at the end of the regular semester; 2) students who enroll in the class/tour will be asked to make a non-refundable deposit prior to the beginning of the semester. Prerequisite: MGT 308; FIN 355; MKT 309; admission to business. To be taken concurrently with INS 226. Consent of instructor. Offered Occasionally.

BUS 415 Cr.3
The Law of International Business Transactions
This course examines the legal problems that arise when business activities and organizations cross national boundaries and become multinational in structure, operation, and scope. Specific attention is paid to the legal effects of international business decisions; doing business in market, non-market and developing nations; the movement of goods, people and information across national borders; protection of intellectual property; international dispute resolution; and international contracts. Prerequisite: BUS 205; admission to business. Offered Fall, Spring.

BUS 450 Cr.3
Business Sustainability Capstone
This capstone course will act as a culmination of the Sustainability Minor in Business. By the time students complete this last course in the minor, they will have developed not only a deep exposure to the "content" of sustainable business, but also a great deal of firsthand experience with the very tools and procedures that breathe factual "life" into that content, including the triple-bottom-line, full-cost accounting, externalities, and ecological footprint audits. Speakers from and field trips to businesses engaging in sustainability practices will also be a part of this course. Open only to minors in sustainable business.
Prerequisite: BUS 310; MGT 408; and six additional credits applicable to the sustainable business minor. Offered Annually.
CHM 299 Cr.1  
**Chemistry Tutor Training Practicum**  
This course is designed to offer training and supervision for tutors in the Murphy Learning Center. The course will include an overview of peer tutoring and learning theory, an overview of the general tutoring process, and an examination of best practices for tutoring various client populations. Students will develop a reflective tutoring practice based on readings and course discussions. The course must be taken during the student's first semester of employment in the Learning Center. Failure to complete the course will result in termination from the Learning Center. Students who repeat the course will engage more deeply with the content and provide meaningful insights for their peers. Repeatable for credit - maximum three. Consent of instructor. Pass/Fail grading. Offered Fall, Spring.

CHM 300 Cr.5  
**Survey of Organic Chemistry**  
A study of the properties, reactions, and uses of the major classes of organic compounds. Theories to relate the structure of organic molecules to their chemical reactions is presented as a unifying principle. Applications of organic chemistry to the life sciences and to environmental problems are emphasized. A terminal organic chemistry course recommended for students in the allied health sciences when only one semester of organic chemistry is required. Lect. 3, Lab 4. Course is not applicable to a major in chemistry. Prerequisite: CHM 104; sophomore standing. Students with credit in CHM 303 cannot earn credit in CHM 300. CHM 300 does not satisfy the prerequisite requirement for CHM 304. Offered Fall, Spring.

CHM 301 Cr.5  
**Analytical Chemistry**  
Theory and practice of selected methods of chemical analysis. Titrimetric, potentiometric, spectrophotometric and gas chromatographic methods of analysis are studied. Statistical treatment of data and techniques for quality assurance are also developed. The basic science component in the course is primarily directed towards ionic equilibria. Lect. 3, Lab 6. Prerequisite: CHM 104; sophomore standing. Offered Fall, Spring.

CHM 303 Cr.3  
**Organic Chemistry Theory I**  
A study of the structure, methods of structure determination, stereochemistry and chemical behavior of hydrocarbons, alcohols, and halo-substituted hydrocarbons. Theories and mechanisms are introduced to explain chemical behavior. Prerequisite: CHM 104; sophomore standing. Students with credit in CHM 300 cannot earn credit in CHM 303. Offered Fall, Spring.

CHM 304 Cr.3  
**Organic Chemistry Theory II**  
A study of organic synthesis, common functional groups, carbanions, reaction mechanisms, lipids, carbohydrates, proteins and polymers. Prerequisite: CHM 303. Offered Fall, Spring.

CHM 305 Cr.2  
**Organic Chemistry Laboratory**  
An introduction to common laboratory practices in organic chemistry. Experiments are designed to illustrate synthetic and separation techniques. Organic qualitative analysis is included. Lab 6. Prerequisite: CHM 304 or concurrent registration. Students with credit in CHM 300 cannot earn credit in CHM 305. Offered Fall, Spring.

CHM 309 Cr.3  
**Physical Chemistry Theory I**  
A study of real gases, equations of state, kinetic and molecular theory, properties of gases, molecular energies, classical thermodynamics, chemical equilibria, changes of state and reaction kinetics and mechanisms. Prerequisite: CHM 104; PHY 103 or PHY 203; PHY 104 or PHY 204; MTH 310 or concurrent enrollment. Offered Fall.

CHM 310 Cr.3  
**Physical Chemistry Theory II**  
Quantum mechanics, atomic and molecular spectroscopy, molecular structure, lasers, statistical thermodynamics, and other special topics are covered in this course. Prerequisite: CHM 309. Offered Spring.

CHM 313 Cr.3  
**Physical Chemistry Laboratory**  
A lecture and laboratory course designed to teach, illustrate, and strengthen basic concepts in experimental physical chemistry. Topics include thermodynamics, kinetics, introductory spectroscopy, computational chemistry, and statistical error analysis. Students will be exposed to current techniques and equipment used in investigating physical chemistry questions, and will design and implement an independent project of their choosing. A significant emphasis is placed on the development of excellence in both oral and written scientific communication. Lect. 1, Lab 6. Prerequisite: CHM 309. Offered Fall, Spring.

CHM 314 Cr.2  
**Advanced Physical Chemistry Laboratory**  
A lecture and laboratory course designed to teach, illustrate, and strengthen concepts in the physical aspects of experimental and computational physical chemistry. Topics may include infrared and UV/visible absorption spectroscopies, fluorescence spectroscopy, NMR spectroscopy, computational modeling of potential energy surfaces, chemical properties, molecular structures, and advanced topics in thermodynamics and kinetics. Students will be exposed to a selection of current experimental techniques, equipment, and basic programming skills, and will have the opportunity to design and implement extensions to selected experiments. A significant emphasis is placed on the development of excellence in both oral and written scientific communication. Lect. 1, Lab 3. Prerequisite: CHM 313; CHM 310 or concurrent enrollment. Offered Occasionally.

CHM 320 Cr.1-3  
**Practicum in Chemistry**  
A course designed for and adapted to the specific needs of select groups having specific interests in the applications of techniques and/or theories of chemistry, i.e., educational professionals, chemical technicians, medical technologists, etc. Lecture and laboratory will be adapted to the topic being taught. May be repeated for credit when different topic is presented. Prerequisite: to be determined - based on topic offered. Not applicable to a major in chemistry. Offered Occasionally.

CHM 322 Cr.3  
**Polymer Chemistry**  
An introduction to commercially and scientifically important polymer systems. Topics include mechanisms of polymer formation, effects of chemical structure on polymer morphology, polymer structure-property relationships, molecular weights and molecular weight distributions. Characterization of polymers by thermal, physical and spectroscopic methods will be covered in detail. Polymer blends, co-polymers and polymer recycling will also be examined. Prerequisite: CHM 300 or CHM 304. Offered Fall - Even Numbered Years.
CHM 323 Cr.2

**Polymer Chemistry Laboratory**
A practical introduction to the application of important techniques for polymer synthesis and characterization. Various polymerization approaches will be covered including bulk, solution and emulsion polymerization processes. Methods for analyzing molecular weights and molecular weight distributions will be employed. Instrumental techniques for the characterization of thermal, mechanical and surface properties of polymeric materials will also be emphasized. Lec. 1, Lab 3. Prerequisite: CHM 322. Offered Spring - Odd Numbered Years.

CHM 325 Cr.4

**Fundamental Biochemistry**
A survey of chemical processes in biological systems emphasizing the structure, function, and interactions of proteins, nucleic acids, carbohydrates, lipids, the regulation of cellular processes, and a description of certain clinical disorders. Lec. 3, Lab 3. Prerequisite: CHM 300 or CHM 304. Students with credit in CHM 417 cannot earn credit in CHM 325. Offered Fall, Spring.

CHM 330 Cr.3

**Industrial Chemistry**
An overview of both the scientific and commercial aspects of the chemical industry. Industrially important chemical processes will be discussed. Topics will include production and end use of basic inorganic chemicals of commercial importance, industrial gases, and petroleum-based products. The economics of various chemical processes will be presented. Global and local topics such as regulatory compliance, product liability, and patent/trade secret documentation may also be discussed. Prerequisite: CHM 300 or CHM 303. Offered Spring - Even Numbered Years.

CHM 331 Cr.4

**Fundamentals of Inorganic Chemistry**
A foundational course in inorganic chemistry intended to provide exposure to and understanding of the composition, structure, bonding properties and reactivity of inorganic compounds, and basic laboratory techniques and practice commonly applied to inorganic compounds. Lec. 3, Lab 3. Prerequisite: grade of "C" or better in CHM 104. Offered Fall.

BIO/CHM/PHY 356 Cr.2

**Curriculum and Assessment in Math and Science**
Student are introduced to state and national content standards and related theories on teaching and learning. They will apply this knowledge to develop a curricular framework. Topics will include: Learning outcomes, student misconceptions, balanced assessment, and lesson planning in the content areas. Prerequisite: declared math or science education major/minor; admission to teacher education. (Cross-listed with BIO/CHM/PHY; may only earn credit in one department.) Offered Fall.

CHM 361 Cr.3

**Radiochemistry**
A study of the decay of radioactive elements, detection of radiation, methods of analysis and applications such as neutron activation and radioactive dating. Lec. 2, Lab 2. Prerequisite: three semesters of chemistry courses. Students with credit in CHM 461 cannot earn credit in CHM 361. Offered Occasionally.

CHM 403 Cr.3

**Advanced Organic Chemistry**
Advanced topics in organic chemistry, including reaction mechanisms, molecular orbital theory, conservation of orbital symmetry, pericyclic reactions, photochemistry, aromaticity, stereochemistry, kinetics, isotope effects, linear free energy relationships, hard-soft acid-base theory, and selected examples of recent advances in synthetic organic chemistry. Prerequisite: CHM 304. Offered Fall - Even Numbered Years.

CHM 405 Cr.2

**Advanced Organic Synthesis**
An advanced course in organic chemistry intended to provide students with organic synthesis techniques that can be applied to many areas of research, and expose them to diverse fields of study including chemistry, biochemistry, and chemical biology. Specific topics will include protein labeling, biologically-compatible click chemistry, and natural product synthesis. Lec. 1, Lab 3. Prerequisite: "C" or better in CHM 304 and CHM 305. Offered Spring - Odd Numbered Years.

CHM 407 Cr.3

**Biophysical Chemistry**
A study of the physical principles that drive the structure and behaviors of biological molecules. Topics include the relationship between the properties of biomolecular building blocks and macromolecular structure; application of different physical models (thermodynamic, quantum mechanical, statistical mechanical) to macromolecular structure and behavior; application of physical techniques (spectroscopy, calorimetry, etc.) to the characterization of macromolecular structure and behavior. Prerequisite: CHM 417 or CHM 325; MTH 207; MTH 208 or MTH 265 or concurrent enrollment; PHY 103 or PHY 203; PHY 104 or PHY 204. Offered Spring.

CHM 412/512 Cr.3

**Environmental Chemistry**
This course examines the role of chemistry in shaping our environment, including atmospheric, aqueous, and terrestrial components. Students learn how fundamental chemical principles are applied to complex real systems in order to characterize environmental behavior and aid in prediction and decision making. Specific topics explored include climate change, ozone depletion, smog formation, water quality and treatment, energy policy, and the fate/transport of pollutants. Prerequisite: CHM 301; junior standing. Offered Spring.

CHM 413 Cr.2

**Environmental Chemistry Laboratory**
An exploration of chemical reactivity and measurement in atmospheric, terrestrial, and aquatic ecosystems. Students will collect and analyze environmental samples and perform experiments that validate major topics discussed in CHM 412, Environmental Chemistry lecture. Lab experiments include measurement of the physical/chemical properties and trace contaminants in air, water, and soil; modeling of chemical equilibria related to greenhouse gases, ozone depletion, and acid rain; alternative fuels. Lab 4. Prerequisite: CHM 412 or concurrent enrollment. Offered Spring.

CHM 417/517 Cr.4

**Biochemistry I: Macromolecules**
A study of the structure and function of biological macromolecules with special emphasis on proteins. Topics include protein folding, protein-ligand interactions, protein function, and membrane structure and function. The laboratory focuses on contemporary biochemical techniques including quantitative biochemical assays, ligand binding, protein purification, and enzyme function. Lec 3, Lab 3. Prerequisite: "C" or better in CHM 300 or CHM 304; junior standing; BIO 315 or MIC 425 recommended. Students with credit in CHM 325 cannot earn credit in CHM 417. Offered Fall.

CHM 418/518 Cr.3

**Biochemistry II: Metabolism and Genetic Information**
This course provides a comprehensive and integrative approach to fundamental metabolism and the flow of genetic information. In particular, the course emphasizes the chemical principles governing metabolite inter-conversions, energy flow, regulation of metabolic pathways, and the maintenance of genetic information. Prerequisite: "C" or better in CHM 417; junior standing. BIO 306 and BIO 315, or MIC 416 and MIC 425 recommended. Offered Spring.
CHM 419/519 Cr.3
Advanced Biochemistry Lab
A capstone biochemistry laboratory course that provides students with the opportunity to undertake hypothesis-driven research. Students will use a variety of contemporary biochemical and biophysical techniques to study biomolecular structure and function. As the capstone course in the biochemistry major, students will give written and oral reports of their work that incorporate the primary literature. Lect. 1, Lab 6. Prerequisite: "C" or better in CHM 417; CHM 418 or concurrent enrollment; junior standing. Offered Spring.

CHM 421/521 Cr.1-3
Advanced Topics in Chemistry
An advanced topic in chemistry based on appropriate prior work in physical chemistry, organic chemistry, inorganic chemistry, and analytical chemistry. Lecture and laboratory will be adapted to the topic being taught. May be repeated for credit when different topic is presented. Repeatable for credit - no maximum. Prerequisite: determined based on topic offered and will include a minimum of three semesters of chemistry courses; junior standing. Offered Occasionally.

CHM 422/522 Cr.3
Polymers in Chemistry
A study of synthetic high molecular weight materials of practical application in industry or of theoretical interest in chemistry. Representative polymer systems are examined with respect to the effect of molecular weight, weight distribution, and structure on physical properties. The choice of monomeric starting materials and mechanisms of polymerization are examined in detail. Methods of characterizing macromolecules are surveyed. Lect. 2, Lab 2. Prerequisite: CHM 304; junior standing. CHM 309 highly recommended. Offered Occasionally.

CHM 424/524 Cr.3
Spectroscopy
A survey of important spectroscopic methods used in chemistry, infrared and ultraviolet, proton and carbon-13 NMR, and mass spectrometry. Theory and practice of techniques are covered. Emphasis is placed on structure determination of organic molecules. Analysis of dynamic systems and mixtures may also be covered. Lect. 2, Lab 3. Prerequisite: CHM 300 or CHM 304; junior standing. Offered Spring - Even Numbered Years.

CHM 431/531 Cr.3
Advanced Inorganic Chemistry
An advanced course in inorganic chemistry building upon foundations presented in CHM 231, intended to highlight a more advanced theoretical treatment of inorganic compounds and reactions and applications of inorganic chemistry principles to catalysis, functional materials, and biological systems. Prerequisite: CHM 231; CHM 310 or concurrent enrollment; junior standing. Offered Spring - Odd Numbered Years.

CHM 441/541 Cr.4
Instrumental Analysis
A study of the theory and principles of chemical instrumentation including the application of basic electronics, spectroscopy, separation science and electroanalytical methods of chemical analysis. Lect. 3, Lab 3. Prerequisite: CHM 301; junior standing. Offered Fall.

CHM 461/561 Cr.4
Nuclear Chemistry
A study of the decay of radioactive nuclides with emphasis on the theory of nuclear decay. Laboratory will include the study of the detection of radiation, methods of radio analysis and the safe handling of unsealed radioactive sources. Lect. 3, Lab 3. Prerequisite: four semesters of chemistry courses; junior standing. Students with credit in CHM 361 cannot earn credit in CHM 461. Offered Spring.

BIO/CHM/PHY 469 Cr.4
Teaching and Learning Science in the Secondary School
This course will be integrated with a field experience. In the context of a real classroom, teacher candidates will learn how to plan for and assess student learning in science. With a focus on content knowledge, teacher candidates will plan a variety of meaningful learning experiences, assess student learning, and monitor and modify instruction to best support the individual learners in the classroom. The teacher candidate will design, enact, and assess activities that advance student understanding to more complex levels. Teacher candidates will gain experience in monitoring the obstacles and barriers that some students or groups of students face in school and learn how to design learning experiences to support all learners. Prerequisite: GEO 200; EDS 351. (Cross-listed with BIO/CHM/PHY; may only earn credit in one department.) Offered Fall, Spring.

CHM 487 Cr.1
Peer Instruction and Learning in Chemistry
A structured course designed to introduce chemistry education majors and minors (Early Adolescence-Adolescence) to the proper methods of delivering general chemistry concepts to undergraduate students in CHM 103 and CHM 104. Repeatable for credit - maximum two. A maximum of two credits may be applied to the chemistry education major (Early Adolescence-Adolescence). A maximum of one credit may be applied to the chemistry education minor. Prerequisites: CHM 301; chemistry education (EA-A) major or minor plan, chemistry department consent. Consent of department. Offered Fall, Spring.

CHM 489 Cr.1-2
Independent Study
Independent study under the direction and supervision of a member of the chemistry faculty. Activities related to chemistry other than those normally considered chemistry research. Repeatable for credit - maximum two. Consent of department. Offered Fall, Spring, Summer.

CHM 499 Cr.1-2
Research
Laboratory research under the direction and supervision of a member of the chemistry departmental staff for selected students. A written or oral report will be required. Repeatable for credit - maximum six. A maximum of four credits can be applied to the major in chemistry. A maximum of two credits can be applied to the major in biochemistry. Consent of department. Offered Fall, Spring, Summer.

Child/Youth Care (CYC) - Courses

CYC 301 Cr.3
Overview of Child and Youth Care
As the overview course in the child and youth care minor, the class addresses current issues in the field of child and youth intervention. Taking a multidisciplinary approach, students will explore factors that place children and youth at risk. The class also provides a preliminary investigation of systems theory, program design, interventions, and advocacy. Prerequisite: A grade of "B" or better in PSY 210 or PSY 212 (or transfer equivalent course) and fewer than 75 credits overall. Offered Annually.
Chinese (CHI) - Courses

+ next to a course number indicates a general education course

Courses

CHI 101 Cr.4  
Elementary Chinese I
The first of two introductory courses in Chinese. The five language skills: listening, speaking, writing, reading and culture are introduced. Offered Fall.

+CHI 102 Cr.4  
Elementary Chinese II
The second introductory course in Chinese comprehension, speaking, writing, reading, and culture. Prerequisite: CHI 101 or placement. Offered Spring.

+CHI 201 Cr.4  
Intermediate Chinese I
The first of two intermediate-level Chinese courses. Students continue to develop all language skills with special emphasis placed on refining speaking and listening comprehension. Prerequisite: CHI 102 or placement. Offered Fall.

+CHI 202 Cr.4  
Intermediate Chinese II
The second of two intermediate-level Chinese courses. Students continue to develop all language skills with special emphasis placed on refining reading and writing in Chinese. Prerequisite: CHI 201 or placement. Offered Spring.

CHI 301 Cr.3  
Advanced Chinese
This is a Chinese language course for intermediate level learners who have completed CHI 202 or equivalent. Its aim is to help students continue to develop communicative competence in the four skills of listening, speaking, reading, and writing the Chinese language. While linguistic aspects of the Chinese language are the primary focus, introduction to the social and cultural background of the language will also form an important part of the course. Prerequisite: CHI 202 or equivalent. Offered Fall.

+CHI 305 Cr.3  
Introduction to Modern Chinese Literature
This course provides a general survey of the most important Chinese writers of the 20th century and their works. Literary works are discussed in their social, cultural, and historical contexts. Taught in English and based entirely on translated texts, the course is ideal for students with little or no Chinese background who are nevertheless drawn to one of the most vibrant literary cultures in the world. Offered Spring - Even Numbered Years.

+CHI 315 Cr.3  
Business Chinese
This course is aimed to enhance students' language skills in a business context and to promote their understanding of culture and the business environment in contemporary China. Intensive practice in oral comprehension, speaking, writing, utilizing special, topical vocabulary related to international commerce and interaction in a variety of business settings. Prerequisite: CHI 202 or equivalent. Offered Fall - Even Numbered Years.

+CHI 320 Cr.3  
Introduction to Chinese Civilization
This is a survey course covering the development of Chinese civilization from the beginnings to the 20th century. It introduces the evolution and continuities of this ancient culture seen through the lens of philosophy, religion, ritual, social relations, institutions, and achievements. This course is taught in English for students who want a basic appreciation of this important non-Western culture. No experience with the Chinese language or culture is required. Offered Spring - Odd Numbered Years.

CHI 326 Cr.1  
Current Events
A weekly discussion of current events in the Chinese-speaking world, based on readings, web-based news sources and television broadcasts in the target language. Students may take as many times as desired, but only three credits will count towards major/minor. Prerequisite: CHI 202 or equivalent. Offered Fall, Spring.

CHI 398 Cr.1-3  
Directed Studies
Individual reading and investigations in advanced Chinese study. Course materials will vary according to the needs and interests of students. Repeatable for credit - maximum six. Prerequisite: CHI 202 or equivalent. Offered Occasionally.

Clinical Laboratory Science (CLI) - Courses
Courses

CLI 120 Cr.1
Introduction to Clinical Laboratory Science
An introductory course designed for students who are interested in a profession in clinical laboratory science. The course will introduce the students to the technical and clinical functions of the profession as well as to the professional aspects of clinical laboratory science. An introduction to the profession, basic laboratory math, medical terminology, and diagnostic tests evaluated in the clinical laboratory will be discussed. Students will develop an understanding for the critical role clinical laboratory scientists play in the health care arena. Offered Spring.

CLI 395 Cr.2
Urinalysis and Body Fluids
This course introduces the formation, distribution, and function of urine and other non-blood body fluids. Instruction in the handling and analysis of these fluids will be given based on their chemical, physical, and cellular composition in health and disease. The laboratory focuses on performing and interpreting results from the clinical laboratory procedures performed in the lab. Lect. 1, Lab 2. Prerequisite: admission to Clinical Lab Science Program. Offered Spring, Summer.

CLI 410 Cr.3
Clinical Hematology
Introductory course in hematology which examines normal hematologic physiology, cellular development, and hemostasis in the human. Introduction to pathophysiology, with emphasis on clinical and laboratory evaluation of hematologic status. Theory and background of laboratory procedures used in the diagnosis and treatment of hematologic and other diseases are included. Emphasis is on peripheral blood cell morphology, hematopoiesis, maturation, and kinetics. Pathophysiology of hematologic disorders, including anemias and hematologic malignancies are explored. Manual laboratory techniques as well as instrumentation will be included in the laboratory portion. Complete blood counts, correlation of automated and manual differentials and routine coagulation testing also will be performed. Lect. 2, Lab 2. Prerequisite: admission to Clinical Lab Science Program. Offered Fall.

CLI 420 Cr.3
Immunohematology
Course covers the general aspects of the Blood Group System, red cell types and group systems, antibody screening, compatibility testing, blood donor service, selection of donors, blood drawing, storage, and preservation, components, records, and regulations for blood banks. The laboratory section includes performance of blood bank procedures, donor processing, compatibility testing, component preparation, antibody screening, and antibody identification. Lect. 4, Lab 6. Prerequisite: admission to Clinical Lab Science Program. Offered Summer.

CLI 440/540 Cr.1
Clinical Parasitology
Course covers important parasites of humans including zoonoses, emerging parasitic diseases. Life cycles, clinical features and infective diagnostic stages will be included in the lecture component. The laboratory will include demonstrations and diagnostic procedures. This course will provide the necessary pre-clinical competencies required for advancement to the clinical education component of the Clinical Laboratory Science Program. Prerequisite: MIC 230; admission to Clinical Lab Science B.S. Program or the Clinical Microbiology M.S. Program or consent of the instructor. Not open to students who have earned credit in BIO 406/506. Offered Spring.

CLI 450 Cr.6
Clinical Chemistry
This course focuses on chemical analysis performed in the clinical laboratory. The correlation between the organ systems, the clinical laboratory procedures, and human disease states is presented. Discussion of areas unique to clinical chemistry laboratory related to evaluation and validity of test results is emphasized. Laboratory rotation applies the principles of clinical chemistry and their relationship to the performance of analytical procedures and management of the clinical chemistry laboratory. Six-week rotation. Prerequisite: admission to Clinical Lab Science Program; acceptance to a hospital NAACLS accredited clinical lab science program. Offered Fall.

CLI 455 Cr.6
Clinical Hematology/Hemostasis
Course extends concepts and skills learned in CLI 395 and CLI 410. Advanced theory in hematology to include abnormal and malignant processes, applications of flow cytometry and special stains, the diagnosis of classification of leukemias, troubleshooting instrumentation and interpretation of scatterplots. Hemostasis concepts, selection of appropriate tests and interpretation of results and diagnosis of coagulation disorder as well as advanced blood fluid morphology will be covered. Students will gain experience processing and analyzing patient specimens with a wide variety of complex procedures as well as instrumentation. Students will also expand their identification and diagnostic skills on microscopic analysis of hematologic and body fluid specimens. Six-week rotation. Prerequisite: CLI 395 and CLI 410; admission to Clinical Lab Science Program; acceptance to a hospital NAACLS accredited clinical lab science program. Offered Fall.

CLI 460 Cr.6
Clinical Immunohematology
Course extends concepts and skills acquired in CLI 420. Performance and interpretative skills in ABO and Rh typing, antibody detection and identification techniques, hemolytic disease problems, quality assurance management, solving patient's blood compatibility problems, histocompatibility techniques and selection of appropriate blood products for various bleeding disorders will be expanded. Six-week rotation. Prerequisite: CLI 420; admission to Clinical Lab Science Program; acceptance into a hospital NAACLS accredited clinical lab science program. Offered Spring.

CLI 461 Cr.1
Capstone in Clinical Laboratory Science
The course covers topics of current interest in the field such as emerging infectious diseases and testing, new concepts in instrumentation, and evolution of new tests from basic research to clinical application. Students also will learn and practice basic skills such as resume and cover letter writing. Students will participate in curriculum selection for part of this class to help them prepare for pre-clinical competency exams at their hospital sites. Prerequisite: acceptance to an internship site; senior standing; clinical lab science major. Offered Summer.
CLI 465 Cr.2
Clinical Immunology
Course in the application of immunologic and serologic techniques used for the specific diagnosis of immunodeficiency diseases, malignancies of the immune system, autoimmune disorders, hypersensitivity states and infection by specific microbial pathogens. Laboratory rotation applies concepts from lecture. Experience is gained in clinical immunological techniques, methods, and management of antigen-antibody reactions and identification of the relationship to disease states. The rotation also includes the fundamentals of HLA testing and Flow Cytometry techniques with interpretation of results. Two-week rotation. Prerequisite: admission to Clinical Lab Science Program; acceptance into a hospital NAACLS accredited clinical lab science program. Offered Fall, Summer.

CLI 470 Cr.8
Diagnostic Microbiology
Course provides an in depth study of the major groups of pathogenic bacteria, fungi, parasites, and viruses and their relationship to human disease. Topics include clinical signs and symptoms of these diseases, proper method of collecting, transporting, and processing appropriate clinical specimens, modes of transmission, and state-of-the-art laboratory methods used for the identification of these pathogens and diagnosis of the diseases they cause. Principles of theory will be applied in rotation. Rotation provides students with opportunities to process a variety of patient specimens and gain experience with a wide variety of state-of-the-art procedures and equipment for the isolation and identification of pathogenic bacteria, fungi, protozoa, helminths, and viruses. Molecular diagnostic procedures will also be employed. Eight-week rotation. Prerequisite: CLI 440; admission to Clinical Lab Science Program; acceptance into a hospital NAACLS accredited clinical lab science program. Offered Spring.

CLI 480 Cr.3
Laboratory Management and Education
A course designed to introduce senior students to skills and knowledge required to manage a clinical laboratory and educate future clinical laboratory scientists. Students will participate with lab managers in activities such as ordering supplies, quality control, quality management and quality improvement. They will be introduced to human resource management, financial management, scheduling issues, instrument selection for profitability and the processes involved in preparing for laboratory inspections and maintaining JCAHO and CAP laboratory accreditation. Prerequisite: admission to Clinical Lab Science Program; acceptance to a hospital NAACLS accredited internship site. Offered Fall.

CLI 495 Cr.1-3
Independent Study in Medical Laboratory Science
Individual reading or research under the guidance of a clinical laboratory science instructor. Repeatable for credit - maximum six. Prerequisite: admission to Clinical Lab Science Program; approval of program director and instructor. Consent of instructor. Offered Occasionally.

CLI 496 Cr.1-3
Special Topics in Clinical Laboratory Science
Workshop or seminar on selected topics in the practice of clinical laboratory science. Student may select seminar based upon objectives and needs. Repeatable for credit - maximum six. Prerequisite: admission to clinical lab science program; approval of program director. Consent of instructor. Offered Occasionally.

CLI 499 Cr.1-3
Independent Research in Clinical Lab Science
An opportunity to pursue individual research topics under the direction of a faculty member. Depending on the nature of the research project, study is expected to involve substantial laboratory or theoretical work in addition to literature review and instruction. Students are expected to develop research skills related to clinical laboratory science. In addition to a written report to the supervising faculty member, expected outcomes may include: laboratory notebooks, experimental devices, software, papers and presentations to department and regional meetings. Repeatable for credit - maximum six. Consent of instructor. Offered Occasionally.

Communication Studies (CST) - Courses

+ next to a course number indicates a general education course

Courses

+CST 110 Cr.3
Communicating Effectively
This course introduces students to major topic areas in communication while encouraging them to become more competent and culturally sensitive communicators. Students will develop speaking, relational and listening skills as they are exposed to the communication areas of interpersonal, group/teams and public contexts. This course will help students become more effective and ethical communicators in a diverse society. Offered Fall, Spring.

CST 190 Cr.3
Introduction to Communication Studies
An introduction to the professional study of communication, including detailed exploration of factors involved in the communication process, effects of media on the communication process, and the importance of the communication process in intrapersonal, interpersonal, small group, organizational, and intercultural contexts. Prerequisite: CST 110. Offered Annually.

CST 210 Cr.3
Presentational Speaking
This course is designed to enhance students' abilities in developing, delivering, and evaluating oral informative and persuasive presentations. In doing so, the focus of theoretical discussion and practical application will be on the use of audience analysis in adapting to presentational situations, source material in developing oral messages, effective organizational designs, oral rather than written language style, advanced presentational aids including media technology, enhanced vocal and physical presentational skills, and appropriate criteria for evaluation. Prerequisite: CST 110. Offered Fall.

CST 215 Cr.3
Influence, Advocacy and Social Responsibility
We use communication to influence one another: advocacy is persuasive communication. Persuasive communication is an essential agent of change in human culture, especially in democratic, capitalistic societies. This course reviews essential strategies of persuasive messages and engages participants in service learning opportunities to advocate for change using those strategies. It establishes basic principles of ethical persuasive communication and investigates the responsibilities of both senders and receivers to evaluate persuasive messages for effectiveness, adherence to ethical principles of persuasion, and aesthetic quality. Prerequisite: CST 110. Offered Fall.
CST 230 Cr.3

Interpersonal Communication
A study of communication in relatively unstructured situations, such as in conversation, on the job, in peer groups, in relationships, and in the family. Students participate in activities designed to enhance communicative awareness and skills in interpersonal contexts. Factors such as gender, culture, and ethnic origin are considered. Prerequisite: CST 110. Offered Annually.

CST 260 Cr.3

Professional Communication
This course is an introduction to professional communication. The course focuses on developing communication skills and learning communication principles important to an organizational setting. Students will improve essential verbal and nonverbal communicative skills that are needed to succeed in their careers. While studying organizational processes, students will enhance their abilities to plan and deliver professional informative and persuasive messages. Students will also learn how to conduct effective training sessions and how to use current presentational software and technology. Prerequisite: CST 110. Offered Annually.

CST 270 Cr.3

Broadcast Announcing
An examination of broadcast communication principles and effective announcing techniques. Laboratory and broadcast experiences designed to cultivate announcing skills and to lead to the development of an effective on-air personality. Offered Spring - Odd Numbered Years.

+CST 271 Cr.3

Contemporary Media in Everyday Life
This course offers an opportunity to explore contemporary media and their economic, social, political, and cultural implications in everyday life. This course will increase awareness of the motivations of media coverage, media effects on social and cultural change as well as on audience attitudes, the importance of social and cultural issues created or sustained by the media, and the necessity of a critical attitude while consuming media messages. Offered Fall, Spring.

CST 273 Cr.1-3

Applied Audio
Practical experiences in developing audio presentation and production skills as staff members of the student radio station, RAQ Racquet Radio, or WLSU-FM radio. Repeatable for credit - maximum three. This will be an arranged class. Pass/Fail grading. Offered Annually.

CST 274 Cr.3

Television Production
Theory and practice of television including basic program types, equipment and staff organization, studio procedures, and production problems. Lect. 2, Studio 2. Offered Fall, Spring.

CST 275 Cr.1-3

Applied Television
Practical experience in developing skills in television programming as staff members of WMCM-TV. Repeatable for elective credit - maximum three. Pass/Fail grading. Offered Fall, Spring.

CST 280 Cr.3

Introduction to Communication and Leadership
This course is an introduction to the study, skill and practice of leadership from a communication perspective. Students will take a variety of surveys and instruments in order to understand their unique leadership style and characteristics. Planning and practicing leadership will involve developing leadership skills, creating a vision, setting organizational tone, listening to organizational members, and overcoming obstacles to effective leadership. Prerequisite: CST 110. Offered Annually.

CST 301 Cr.3

Theories of Communication
A survey of theories used in the field of communication studies. Consideration is given to theories that explain communication behavior in interpersonal, group, public, media, intercultural, and gendered contexts. The role of theory in research is examined through the development of a theory driven review and synthesis of communication literature. Prerequisite: CST 190; junior standing. Offered Fall, Spring.

CST 310 Cr.3

Debate
An introductory course covering the concepts, formats and strategies of debating. Emphasis is on the development of personal skills of argumentation. Prerequisite: CST 110. Offered Occasionally.

CST 315 Cr.3

Communication Criticism
Communication criticism, a fundamental practice in communication studies, describes, explains and evaluates why messages succeed or fail in achieving their intended purposes. Participants learn to conduct systematic analysis of persuasive messages to describe their key elements: language, organization, content, persuasive communication strategies, visual images, and choice of medium. Analysis is use to explain why particular elements were used in adapting messages to intended audiences and specific cultural contexts of those messages. Participants apply various qualitative methods of communication criticism to significant cultural discourse, such as speeches, commercials, public service announcements, and webpages to evaluate messages for effectiveness, ethical acceptability, cultural impact, and aesthetic value. Prerequisite: CST 190. Offered Spring.

CST 321 Cr.3

Conflict Management and Negotiation
The course explores conflict and negotiation theories as well as strategies across several communication contexts including interpersonal, group, organizational, public, and cross-cultural. Particular attention is given to how conflict can be resolved communicatively through negotiation strategies. Additionally, students will develop practical conflict and negotiation skills. Prerequisite: CST 190 or junior standing. Offered Occasionally.

CST 330 Cr.3

Nonverbal Communication
This course is designed to explore the various dimensions of nonverbal communication in human interaction. Students will learn and practice nonverbal communication skills (e.g., interviewing, deciphering), examine research on the functions of nonverbal communication (e.g., expressing emotions, sending relational messages), and explore how the different nonverbal cues (e.g., touch, eye behavior) affect human communication. Prerequisite: CST 190. Offered Occasionally.

CST 332 Cr.3

Intercultural Communication
The primary objective of this course is to provide an overview of the study of cultures and their effects on communication. Cultural, socio-cultural, psychocultural and environmental influences will be explored in terms of how they affect the communication process. Communication behavior (both verbal and nonverbal) will be examined to determine its role in other cultures. Students will learn to communicate more competently with people from other cultures and ethnic groups. Prerequisite: CST 190 or CST 230. Offered Occasionally.
CST 333 Cr.3  
**Lying and Deception in Human Interaction**  
An in-depth exploration of the pervasive communicative phenomenon of deception and lying. This course explores the varieties of deceptive communication and their causes and consequences in a wide range of contexts, including romantic relationships, cyberspace, criminal justice, advertising, mass media, and politics. Particular attention will be given to opportunities and pitfalls in identifying potentially deceptive behavior. Prerequisite: CST 190 or permission of instructor. Offered Occasionally.

CST 334 Cr.3  
**Gender Communication**  
Explores the theory and practice of communication among gender identities. Focuses on understanding the similarities and differences of communicative behaviors (verbal, nonverbal, power, conflict and listening) among gender identities in various contexts such as intimate relationships, friendships, educational settings, the work place and media. Prerequisite: CST 230 or WGS 100. Offered Fall, Spring.

CST 336 Cr.3  
**Family Communication**  
Provides an investigation of how communication relates to all aspects of family life, including such areas as marriage types, power and intimacy in the marital relationship, changes in the marital roles, myths and metaphors of the family, and the transformation of the "typical" American family. Prerequisite: CST 190 and CST 230. Offered Fall, Spring.

CST 337 Cr.3  
**Communication and Race**  
Human understanding of ethnicity and race is established, maintained, and changed by communication. Therefore this course uses a communication perspective to examine interpersonal and mediated messages about race. From the perspective of communication studies, ethnicity and race are continuously defined, interpreted, and acted out as we communicate with one another on a daily basis in all contexts. This course introduces students to communication research on ethnicity, race and other aspects of identity such as gender and class. This course also provides exposure to related research in other disciplines. Prerequisite: completion of at least nine credits in communication studies courses excluding CST 110. Offered Occasionally.

CST 338 Cr.3  
**Sexuality and Romance in Media**  
This course examines the role of print and electronic media in constructing and/or reinforcing unrealistic mythic and stereotypic images and ideals of sex, love, and romance and the impact of these portrayals on men, women, and children. Multidisciplinary research and theory provide the basis for the focus on practical applications. Students will attempt to identify mass media myths and unrealistic portrayals. Prerequisite: CST 230 or WGS 100. Offered Occasionally.

CST 350 Cr.3  
**Organizational Communication**  
Analysis of traditional and contemporary theories of communication in the context of modern complex organizations. Emphasis is placed on how communication serves to create and recreate formal and informal organizational structures. Particular attention is paid to the theoretical approaches to organizational communication that can be used to describe, analyze, and offer solutions to organizational problems. Prerequisite: CST 190; CST 260. Offered Fall, Spring.

CST 351 Cr.3  
**Interviewing: Principles and Processes**  
This course is designed to enhance understanding of and participation in a range of interviews that occur in our society. Students will increase their proficiency by participating in interviews, both as interviewers and interviewees. Emphasis is placed on learning effective communication skills and practicing important communication principles inherent in the following forms of interviews: employment (including portfolio presentation), performance review, information gathering, persuasive, and probing. Students will also learn how to critically examine interview behaviors. Prerequisite: CST 190 or CST 230 or CST 260; declared communication studies major or minor. Offered Fall.

CST 354 Cr.3  
**Health Communication**  
This course provides students with basic knowledge and skills essential for communicating in the health and medical professions. Topics include the role of interpersonal, group, organizational, and intercultural communication in health care, ethical and legal aspects of health communication, and communication strategies for encouraging patient/client compliance and working with special needs patients. Prerequisite: CST 110. Offered Fall.

CST 355 Cr.3  
**Diversity and Organizational Communication**  
This course will explore how issues of diversity such as race, ethnicity, physical and mental ability, sexual orientation, gender, socioeconomic background, age, religion and veteran status impact communication in modern organizations. As organizational life becomes increasingly complex, it is vital to understand how diversity affects relationships at work with superiors, subordinates, coworkers, and the organization's customers or clients. Diversity will be treated not only as a potential site for communication challenges and misunderstandings, but also as an opportunity to enrich organizational culture, organizational decision making, and overall employee job satisfaction. Prerequisite: CST 190. Offered Occasionally.

CST 360 Cr.3  
**Public Relations**  
An introductory study of the field of public relations, dealing with the effect of public opinion on an organization and its actions, the various publics of an organization, and the channels of communication used in current public relations practices. Prerequisite: CST 190. Offered Occasionally.

CST 365 Cr.3  
**Communication in Teams**  
In this course, students will study group and team communication theories and processes by observing and participating in teams. As team members, students will apply communication theory to enhance their effectiveness as team members and leaders. Prerequisite: CST 110. Not open for credit to students who have completed or are enrolled in PSY 343 or SOC 334. Offered Annually.

CST 370 Cr.3  
**Broadcast Media Writing**  
A laboratory course in the preparation and presentation of news and continuity programs for the electronic media. Consideration of and practice in writing interviews, documentaries, newscasts, commercials, public service announcements, and dramatic programs. Planning and preparation of special audio and visual materials. Prerequisite: ENG 110 or ENG 112. Offered Fall.
CST 371 Cr.3
Audience Research
An introduction to the subject of making decisions about media. The selection and use of media to fulfill marketing objectives and strategy as well as audience studies to describe appeals of the various media to the public; readership and listenership. A discussion of studies to predict audience behavior. Offered Occasionally.

CST 372 Cr.3
Audio Workshop
Specialized work in news, public affairs, special events, programming, production, and operations on student radio station, RAQ Racquet Radio, or WLSU-FM. Students will work in the area of their choice, refining skills in practical daily radio station operation. Offered Occasionally.

CST 374 Cr.1-3
Television Workshop
Specialized work in television, emphasizing experience for students in the roles of producer, writer, and executive producer for WMCM-TV. Students gain experience in producing, writing, and reporting news stories, newscasts and news features. They produce and write scripts for sports features, promotions, as well as interview and talk programs that are broadcast on WMCM-TV. In the laboratory environment, assignments are directed toward providing students with the abilities needed in producing/writing for programs in a typical broadcast facility. Ethical considerations are emphasized in the editorial decision-making process. Lect. 1-3, Studio 2-6. Offered Fall, Spring.

CST 376 Cr.3
Remote Video Operations
This course is an introduction to remote video production. It is designed to give the student a theoretical and practical background in on-location productions and basic computer editing techniques. Remote productions may consist of news packages, sports highlights, a mini-documentary, and on-location interviews. Offered Fall - Odd Numbered Years.

CST 378 Cr.3
Computer Mediated Communication
This course is an overview of computer-mediated communication (CMC) and new media technologies, exploring the characteristics of CMC and its technology together with its effects on the process and dynamics of human communication and society. The dynamics of CMC will be explored including its relationships to a variety of communication contexts, including interpersonal, organizational, small group, broadcasting, and public discourse. Students will engage in introductory hands-on Web production and CMC exercises and read critical essays about Internet culture and theories of CMC. Prerequisite: CST 190. Offered Annually.

CST 380 Cr.3
Communicating Leadership
An in-depth exploration of the communicative phenomenon of leadership. Theories and research methods used by noted communication and leadership scholars will be discussed and critiqued. Topics covered may include notions of leadership and organizations as places of leadership. Additional topics will focus on leaders as communicators, creators and sustainers of organizational culture, decision makers, change agents, and facilitators. Prerequisite: CST 190. Offered Annually.

CST 391 Cr.1-3
Practical Applications in Communication Studies
Provides opportunity for individual applied activities and projects that entail intensive use of developed communication skills and/or specialized knowledge based on communication coursework. Must be supervised by a CST faculty member. Registration requires approval from a CST faculty member willing to be the instructor of record. Students must complete paperwork with the faculty member and ensure academic application to the experience. Repeatable for credit - maximum three. Prerequisite: communication studies major or minor; completion of at least nine credits of communication studies courses above CST 110. Consent of instructor. Pass/Fail grading. Offered Annually.

CST 392 Cr.1-3
Public Speaking Center Practicum
This course is designed to offer training and supervision for Public Speaking Center peer consultants. The course will include an overview of research and theory on communication centers, a review of public speaking best practices, and examination of strategies for facilitating consultations with various client populations. Based on readings, classroom application exercises, and discussions, peer consultants will develop skills in facilitating one-on-one consultations, providing constructive criticism, and guiding student-speakers through meaningful revision. Students who repeat the course will engage more deeply with the content and be expected to take on leadership roles. To enroll, students must submit an application and complete an interview. Selection is competitive. See FAQs on the Public Speaking Center website. Prerequisite: CST 110. Consent of department. Pass/Fail grading. Offered Fall, Spring.

CST 399 Cr.1-3
Independent Study in Communication Studies
Directed individual communication studies project under the supervision of a communication studies faculty member. May be a performance-oriented project or a research-based project to bring about a focused scholarly outcome. Project must include a final report as determined through consultation with supervising faculty. Project must be approved and supervised by a department faculty member and have prior consent of the executive committee of the department. Repeatable for credit - maximum three. Prerequisite: communication studies major or minor; completion of at least 12 credits of communication studies courses above CST 110; junior standing. Consent of department. Offered Annually.

CST 410 Cr.3
Advocacy and Argumentation
Examines elements and strategies of argumentation. Focuses on evidence, reasoning, refutation, fallacies, strategies, and methods of argument analysis. Practice in individual and group argumentation, including parliamentary procedure. Prerequisite: junior standing. Offered Spring.

CST 412 Cr.3
Advocacy and Persuasion
Contemporary theory and research in persuasion. Includes focus on persuasive strategies, appeals, audience adaptation, and ethics across different communication contexts. Prerequisite: CST 190; junior standing. Offered Fall.

CST 413 Cr.3
Advocacy and Persuasive Campaigns
Contemporary theory and research in persuasion with a special focus on campaigns. Students will apply course material while organizing and implementing a persuasive campaign. This course examines the nature, role, and processes of communication campaigns and movements. Prerequisite: CST 190; junior standing. Offered Occasionally.
CST 415 Cr.3
Advanced Topics in Advocacy and Communication Criticism
Participants apply methods of communication criticism to significant examples of persuasive cultural discourse in order to identify and describe their persuasive strategies, explain why those strategies were used, and evaluate their effects, ethical acceptability, cultural impact and aesthetic value. Methods applied and types of persuasive cultural discourse analyzed vary depending on instructor's and participants' interests. Participants conduct research projects using selected qualitative critical methods and write critical research reports about specific examples of the type of persuasive cultural discourse selected. Prerequisite: CST 190; junior standing. Offered Fall - Odd Numbered Years.

CST 419 Cr.3
Communication, Media and Identity
Mass media frequently represents and perpetuates stereotypes of social groups. When we are isolated from groups different from ourselves, we tend to define these groups by how they are represented in mass media. To some extent, we also define ourselves in relation to mass media representations of groups with which we identify. Communication among individuals and social groups is influenced by mass media's representations of social groups. This course facilitates critical examination of social stereotypes perpetuated by mass media and investigation of the effects of these stereotypes on communication in various social contexts. Prerequisite: CST 190. Offered Occasionally.

CST 430 Cr.3
Advanced Topics in Interpersonal Communication
An in-depth exploration of interpersonal communication theories and applications in particular relational contexts such as family, friendships, intimate relationships, and work relationships. Theories and research methods used by noted interpersonal communication scholars will be discussed and critiqued. Topics covered may include attraction, relationship development and dissolution, relationship maintenance, dysfunctional relationships, intimacy, and friendship. Prerequisite: CST 190, CST 230, and at least one of the following 300 level courses: CST 330, CST 332, CST 333, CST 334, CST 336 or CST 338; junior standing. Offered Fall, Spring.

CST 450 Cr.1-6
Internship in Communication Studies
An academically relevant work experience focusing on career development through professional contexts. Students pursue practical applications of course work in government, public or social service, public relations, business, industry, or related areas. A written report assessing the internship experience in relation to the student's academic preparation is required. Credit depends on the demands and complexity and the duration of the work that the student performs. Each student must work with an appropriate faculty supervisor in his/her selected emphasis area. Evaluation is a joint effort of the cooperating firm or group, the faculty supervisor, and the cooperative education internship liaison. Prior consent of an appropriate faculty supervisor, and prior departmental approval of the internship. Students and faculty supervisors are responsible for submitting internship proposals for departmental approval prior to registration. Contact the department for information about the approval and registration process. Repeatable for credit - maximum six. Prerequisite: senior communication studies major; 24 completed credits in communication studies. Consent of department. Pass/Fail grading. Offered Annually.

CST 452 Cr.3
Contemporary Approaches to Organizational Communication
This course is an investigation of state-of-the art theoretical approaches to understanding organizational communication. Particular attention is paid to how changes in our metaphorical understanding of organizations transform the nature of both communicating in organizations and the organizing process. The impact of new technologies on organizational communication is also considered. Students will learn how to use multiple perspectives to enhance their understanding of organizational communication. Prerequisite: CST 350. Offered Annually.

CST 460 Cr.3
Plan/Implementing/Evaluation Public Relations Campaign
This course examines the nature, role and processes of public relations. Research, planning, and evaluation will be used to implement a public relations campaign. Teams of students will plan and implement a complete public relations campaign for an organization or company. Prerequisite: CST 360. Offered Occasionally.

CST 471 Cr.3
Broadcast and Digital Media Management
A study of the operation and management functions of the broadcast media. Special emphasis on the problematic situations confronted by managers of the various departments within the broadcast industry. Prerequisite: CST 190 or CST 275. Offered Spring.

CST 474 Cr.3
Advanced Video Production
The advanced theories and practices in video communications are studied. Students carry out advanced creative problems in video production and direction. The preparation, production, and evaluation of various program styles are examined. Lect. 2, Studio 2. Prerequisite: CST 274 or CST 374. Offered Spring - Even Numbered Years.

CST 491 Cr.3
Special Topics in Communication Studies
Study in a selected area of communication studies. Varying topics will be offered at intervals, with a specific title assigned to each. For current content and credit assignment, consult the instructor or department chair. Course prerequisites vary by topics. Repeatable for credit - maximum nine. Offered Occasionally.

CST 498 Cr.3
Research Methods in Communication
Examines research methods for answering communication research questions in all communication studies emphases. Investigates qualitative, quantitative, and critical approaches, as well as underlying assumptions of all communication research. Prerequisite: grade of "C" or better in CST 301; admission to the communication studies major; junior standing. Offered Fall, Spring.

CST 499 Cr.3
Senior Project in Communication Studies
Either an individual investigation of a specific research question resulting in a formal written research report and its oral presentation to the faculty, or an individual applied production project accompanied by a formal written record of the production process and its oral presentation to the faculty. In addition to the course instructor each student must work with an appropriate faculty mentor in his/her selected emphasis area. Prerequisite: grade of "C" or better in CST 498; senior standing; admission to the communication studies major. Offered Fall, Spring.
Courses

**CHE 240 Cr.3**
**Community Health Education Foundations**
This course explores community health education as a career option and examines the role of educators in agencies and organizations that address the health needs of individuals and communities. It emphasizes a skill-oriented focus and provides professional preparation for community health education roles and responsibilities. Examination of the role of health educators with regard to the seven responsibility areas is the foundation of this course. Students will be engaged in critical thinking exercises, experiential learning activities, and professional preparation assignments. Offered Occasionally.

**CHE 350 Cr.3**
**Biometry and Research Design**
This course is designed to provide the student with an understanding of research procedures and protocol. Through this course, one will develop a better understanding of collecting, analyzing, and interpreting valid, reliable data. The proper and improper uses of statistics, designing research experiments, and data handling will be examined. In addition, the basic procedures involved in the design and implementation of evaluation research will be examined. Prerequisite: admission to the public health and community health education major. Offered Fall, Spring.

**CHE 360 Cr.3**
**Methods and Strategies for Health Education**
The purpose of this course is to help participants develop skills and strategies in relation to facilitation, instruction, as well as the use of theoretical concepts to more effectively implement health education and health promotion programs. Course participants will gain an understanding of the various ways in which people learn and develop a variety of skills to create effective learning strategies. Participants will also comprehend the fundamentals of social marketing as well as health literacy and how these concepts should be used to create more effective health education and health promotion programs. Additionally, participants will learn how to use health behavior theories and models to create culturally appropriate health education materials. Prerequisite: admission to the public health and community health education major. Offered Fall, Spring.

**CHE 370 Cr.3**
**Motivational Interviewing for Health Educators**
This course introduces participants to principles, concepts, and spirit of Motivational Interviewing (MI), which is an evidenced-based method, grounded in theory meant to facilitate behavior change. Participants will learn the process of exploring and resolving the ambivalence that often creates barriers to change in various populations. Participants will also learn how to properly share information, give advice, and plan for action using the spirit and methods of MI. Additionally, participants will also gain an understanding of how to interpret and apply a behavioral screening or diagnostic questionnaire as they relate to the referral individuals for MI with various health concerns that need to be addressed. Prerequisite: admission to the public health and community health education major. Offered Fall, Spring.

**CHE 380 Cr.3**
**Assessment and Program Planning in Health Education**
Grounded in the responsibilities and competencies of a health education specialist, this course will require groups of students to assess community needs and resources as well as plan health education programs. Following models commonly used in public health, students will collect primary data as well as utilize secondary data to perform a comprehensive assessment of a population of interest. Reliable and valid resources that explain the health status of a population from the perspective of theories and ethically conducted research will be used when prioritizing and planning interventions. Students will learn about the necessity of early alignment between assessment and evaluation in health education program planning. Peer reviewed literature, professional competencies, and community involvement will be emphasized as essential to planning best practices solutions to community health needs. Prerequisite: PH 335 or HED 335; PH 340 or CHE 340; CHE 360; CHE 370. Offered Fall, Spring.

**CHE 400 Cr.3**
**Health Policy, Advocacy, and Community Organizations**
This course focuses on the process of engaging communities in health education and behavior change programs of various kinds. Several organizing paradigms for fostering healthy communities are examined, and their practical and ethical implications are considered. Skill development for community assessment, constituency-building, and leadership of participatory planning efforts is emphasized. Students are paired with health and human services, health policy and social justice agencies and coalitions to gain an in-depth knowledge of agenda setting, legislative research, and legislative advocacy in relation to specific legislation being proposed in the Wisconsin state legislature. Course will tie policy theory to real-world practice. Prerequisite: PH 335 or HED 335; PH 340 or CHE 340; CHE 360; CHE 370. Offered Fall, Spring.

**CHE 430 Cr.3**
**Grant Writing and Resource Management**
The grantseeking enterprise is studied and applied. Community and public health grantseeking content, practices, and concepts are presented for application in most disciplines and areas of interest. Content includes locating and communicating with funding agencies, writing and reviewing grant proposals, analyzing requests for proposals, using technology in grantseeking, and implementing and evaluating grant funded projects. Project planning and administrative competencies are incorporated. Budget planning and grant administration is identified and applied. Prerequisite: CHE 380, CHE 400. Offered Fall, Spring.

**CHE 440 Cr.3**
**Program Development in Community Health Education**
Community health analysis specific to community health education program development. Individual students develop knowledge of the following program development components: (1) needs, (2) objectives, (3) learning activities, (4) settings, (5) evaluation. Skills are developed in program planning and program implementing. Two hours for in-class activities are complemented by out-of-class program development experience. Prerequisite: PH 340 or CHE 340; CHE 350; admission to public health and community health education. Offered Fall, Spring.
CHE 450 Cr.3
Implementation, Administration, and Evaluation of Health Education Programs
Students will implement, administer, and evaluate a community health education program. Interventions will be based on professional best practices and social and behavioral theories and models. Data will be collected that allow students to evaluate goals, objectives, and activities. Students will be required to generate a report at the end of the semester that can be used to inform decision makers on the success of the program and can be added to the professional evidence base. Prerequisite: CHE 380, CHE 400. Offered Fall, Spring.

CHE 453/553 Cr.1-3
Cultural Issues in Health Education: Ethnic, Racial, Religious, and Familial Groups
A study of cultural influences on health and illness. Values and attitudes held by different groups in America's pluralistic society need to be considered in health program planning. Various racial, ethnic, and religious groups health beliefs and practices will be examined. Cultural influences and patterns of communication within cultures and how these affect health care and utilization of services will be identified. The U.S. health care system will be analyzed in terms of servicing its culturally diverse population. Designed for health professionals, this course will increase their sensitivity in working with people of various cultural origins. Repeatable for credit - maximum three. Prerequisite: junior standing. Offered Occasionally.

CHE 460/560 Cr.1
Medical Terminology for Health Education
Skill development for working with the special language used in clinics, hospitals, and other health agencies. Students in various health fields will learn to use medically related terms in their professional communication. Prerequisite: ESS 205 and ESS 206, or BIO 312 and BIO 313; junior standing. Offered Fall, Spring.

CHE 465/565 Cr.1
Health Education Marketing
Designed for health educators, this course provides a survey of marketing concepts as applied to health education programs. Marketing as part of the health planning and evaluation process will be discussed. Marketing strategies for both public agencies and private businesses will be presented. Prerequisite: CHE 240; junior standing. Offered Occasionally.

CHE 466/566 Cr.1-3
Worksite Health Promotion
This course will focus on building an understanding of the components necessary for successful worksite health promotion. Included will be the development, implementation, and evaluation of worksite health promotion programs. There will be a direct emphasis on actual worksite conditions and situations, including constraints and advantages. The course will examine the relationship of a worksite health promotion program to the organization as a whole and the potential benefits for both the employee and the employer. Not repeatable for additional credit. Prerequisite: junior standing. Offered Occasionally.

CHE/SHE 475/575 Cr.1-3
Workshop in Health Education
Group study of varying health education topics, community agencies, and educational institutions. Repeatable for credit under different topics - maximum six credits combined CHE/SHE. (Cross-listed with CHE/SHE.) Departmental option for pass/fail or letter grade. Prerequisite: junior standing. Consent of instructor. Offered Occasionally.

CHE 480 Cr.3
Senior Capstone
This course is designed as a culminating course that will engage participants in applying the skills and concepts they have developed throughout the program curriculum. In particular, students will apply the profession’s areas of responsibility as well as ethical standards in various activities, discussions, and projects. In addition, participants will 1) review selected community health topics in our Public Health and Community Health Education program, 2) be introduced to current issues in community health education, public health and population health, 3) be introduced to the employment, educational, and political dynamics in selected occupational settings, and 4) assess and discuss their specific pre-professional needs at this point in time. Prerequisite: CHE 380, CHE 400. Offered Fall, Spring.

CHE 491 Cr.2
Senior Seminar in Community Health Education
This seminar is designed to review the areas of responsibility and competencies for health educators, coupled with an overview of the student’s professional preparation, credentialing issues, and professional development opportunities. Through discussion, interaction activities, and project development, students will be prepared to enter into the realistic challenges and opportunities afforded by the community health education preceptorship and eventual employment experiences. Prerequisite: admission to public health and community health education; to be taken final semester prior to PH 498 (preceptorship). Offered Fall, Spring.

Computational Science (CMP) - Courses

Courses

CMP 390 Cr.3
Survey of Computational Science
This course will survey the computational and mathematical tools and techniques currently being applied to problems in the sciences. Specific problems drawn from biology, chemistry, meteorology and physics will be explored in detail. Computational tools such as Mathematica, Explorer and PVM will be introduced and used to solve problems. In addition to small projects, students will be required to complete a larger project selected from their major discipline. Prerequisite: CS 120, CS 220; MTH 207. Offered Occasionally.

CMP 490 Cr.2-3
Senior Computational Science Project
This course is a capstone course for students pursuing a computational science minor. The student is expected to pursue a project that integrates a problem(s) from their major scientific discipline together with computation. Such work should demonstrate the student’s ability to apply the tools and techniques acquired from prerequisite study in science and computation. The work must be performed under the direction of a faculty member from the student’s major department. The student is also expected to submit a paper and an oral presentation on the project results to the computational science committee. Prerequisite: CMP 390; consent of project supervisor and project approval by the computational science committee. Consent of department. Offered Occasionally.

Computational Thinking (CT) - Courses

+ next to a course number indicates a general education course
Courses

+CT 100 Cr.3
Introduction to Computational Thinking
Computational thinking represents a universally applicable collection of concepts and techniques borrowed from computer scientists. This course is designed to teach how to think algorithmically; to examine the ways that the world’s information is encoded and how this impacts our lives; to explore the capabilities and limitations of computers from the past, the present and the future; to apply software design diagrammatic techniques to model real-world systems; to learn how the rules of logic apply to computation, reasoning and discourse; to examine how computers both enhance and constrain our lives; to explore many of the problem solving strategies used by software developers and how they are useful to you. Offered Fall, Spring.

Computer Science (CS) - Courses

+ next to a course number indicates a general education course

Courses

+CS 101 Cr.4
Introduction to Computing
Computers and computer software are an integral part of modern society. This course explores this relationship. Students will examine the computer as a problem-solving tool through the use of database, spreadsheets and small scale programming. Students will examine the computer as a communication tool through the use of word processing and the Internet. Other topics include the history and future of computer technology, computer hardware basics, man/machine relationships, applications of computers in various disciplines, and social/ethical issues. Credits earned in CS 101 cannot be applied to the CS major or minor. Offered Occasionally.

CS 103 Cr.1
Elementary Database Principles and Design
An introduction to the design and implementation of relational databases. Design concepts will include entity-relationship modeling, relational table structure, keys, foreign keys, referential integrity, and data quality. Implementation concepts will emphasize extracting information through queries, reports, and forms. Seven-week course. Prerequisite: course not open to those who have completed CS 101. Offered Occasionally.

CS 104 Cr.1
Elementary Spreadsheet Principles and Design
An introduction to the design and implementation of spreadsheets. Design principles will include cell content, use of functions and formulas, relative and absolute addressing, and formatting. Modern spreadsheet software will be used to implement the spreadsheets, with an emphasis on presenting numeric data in an organized manner. Seven-week course. Offered Occasionally.

+CS 120 Cr.4
Software Design I
An introduction to the fundamentals of software development; including software classes, objects, inheritance, polymorphism, logic, selection control, repetition control, subprograms, parameter passage, and rudimentary software engineering techniques. Students complete numerous programming projects using a modern programming language. Prerequisite: MTH 151 or MTH 175 or math placement test scores at or above MTH 151. Offered Fall, Spring.

CS 202 Cr.3
Introduction to Web Design
This course is an introduction to webpage design and website management. Students will be introduced to browser/server interaction, webpage design, techniques for creating media rich graphical interfaces, and ethical considerations regarding intellectual property rights and security. Students will receive hands-on experience in a variety of standardized web technologies to develop dynamic, functional, and appealing webpages. Prerequisite: CT 100 or CS 120 or familiarity with some programming language. Offered Occasionally.

CS 220 Cr.4
Software Design II
This is a second course in the design of programs. Emphasis is placed on data abstraction and its application in design. Definitions of abstract data types are examined. The following structures are examined as methods for implementing data abstractions: recursion, sets, stacks, queues, strings, and various linked lists. Students will be expected to write several programs using these techniques in a modern programming language. Prerequisite: CS 120; concurrent enrollment in CS 225 recommended. Offered Fall, Spring.

CS 224 Cr.1-3
Introduction to Programming Language
This course presents the syntax and semantics of a particular programming language. Different offerings of the course will present different languages. Students are expected to be fluent in another programming language prior to enrollment. Repeatable for credit - maximum six. (Each repeat must be for a different language.) Prerequisite: a prior computer science course appropriate to the language being offered. Offered Occasionally.

CS 225 Cr.3
Discrete Computational Structures
An introduction to mathematical reasoning and proof with an emphasis on its role in computation and software development. Course topics include mathematical logic, set theory, relations and functions, induction and recursion, equivalence relations, partial orders, lattices and other algebraic structures. Prerequisite: CS 120; MTH 151; concurrent enrollment in CS 220; declared computer science major or minor. Course not open to those who have completed MTH 225. Offered Fall, Spring.

CS 227 Cr.1
Competitive Programming
Programming competitions involve writing code to solve a set of problems, working under a time-limit. Learning to participate successfully in such competitions is an effective way to become a better programmer. This course introduces students to some of the techniques and problem types that are commonly encountered in many programming contests. Students will learn a set of common algorithms and data structures, along with general conceptual tools and rules of thumb, that will prepare them to be able to solve programming problems encountered in competition and job interview settings. The course will consist of code review, along with extensive coding practice. Even experienced programmers will have something to learn from the experience of solving new problems from scratch on a regular basis. Repeatable for credit - maximum three. Prerequisite: CS 220. Concurrent enrollment or completion of CS 340 recommended. Offered Fall, Spring.
CS 270 Cr.3
Assembler Programming and Introduction to Computer Organization
Programming in machine and assembler language is integrated with an introduction to the organization of computer hardware. An examination of the instruction set merges with descriptions of the related hardware devices. Laboratory assignments include the construction of software, as well as hardware, units. Topics include basic instruction types, data representation, addressing modes, registers, the ALU, computer memory, and interrupt handling. Prerequisite: CS 120; CS 225 or MTH 225. Offered Fall, Spring.

CS 272 Cr.3
Digital Circuit Design for Microcontrollers I
An introduction to digital circuit design in the context of embedded microcontroller devices. This will include flip-flops, sequential and combinational logic units (e.g. shift registers, half-adders, encoders * decoders, multiplexers), state machines, analog to digital and digital to analog conversion. Prerequisite: CS 225; MTH 207. Offered Annually.

CS 340 Cr.4
Software Design III: Abstract Data Types
An extensive survey of data structures and associated algorithms. An introduction to algorithm efficiency measures is included as a tool for deciding among alternate algorithms. Topics include: searching and sorting in arrays, hash tables, tree traversal and search algorithms, expression evaluation, functional programming, development of thread-safe data structures and graphs. Prerequisite: CS 220; CS 225 or MTH 225. Offered Fall, Spring.

CS 341 Cr.3
Software Design IV: Software Engineering
A study of methodologies for the development of reliable software systems. Several specification, design, and testing techniques are surveyed with an emphasis on one particular formal specification and formal design technique. Students work in teams, applying these techniques to the development of a medium scale (2000-5000 lines) software product. Prerequisite: CS 340. Offered Fall, Spring.

CS 342 Cr.3
Software Testing Techniques
As the size and complexity of software projects have grown, so has the importance of ensuring program correctness. This course examines the issues of program testing, validation, and verification. Course projects require students to construct test data and to analyze the correctness of several software systems. Prerequisite: CS 340. Offered Fall - Odd Numbered Years.

CS 351 Cr.3
Simulation
Programming computers to play games and imitate activities of systems such as drive-in facilities, checkout lanes, and computer operations. Topics include tests of goodness of fit, random number generators, simulated sampling, queuing theory, analysis of systems to be simulated, construction and validation of simulation programs, and interpretation of results. Prerequisite: CS 220; MTH 207. Offered Occasionally.

CS 353 Cr.3
Analysis of Algorithm Complexity
An in-depth analysis of the computational complexity of a wide range of algorithms for problems of fundamental importance to computer science. Algorithms to be examined include: sorting, pattern matching and various graph algorithms. Prerequisite: CS 340; MTH 207. Offered Fall - Even Numbered Years.

CS 364 Cr.3
Introduction to Database Management Systems
Introduction to the design and organization of database management systems. Topics include the relational data model, relational algebra, SQL query language, database software development, data security, normalization, client/server environments. Prerequisite: CS 220. Offered Fall, Spring.

CS 370 Cr.3
Computer Architecture
A presentation of the logical organization of modern digital computers. Topics include performance evaluation, instruction set design, computer arithmetic, processor control, pipelining, cache memory, memory hierarchy, memory and system buses, and I/O organization. Prerequisite: CS 270. Offered Fall, Spring.

CS 372 Cr.3
Digital Circuit Design for Microcontrollers II
This is the second course in digital circuit design for microcontrollers. This will include inter-component communication using PWM, I2C, SPI and UART. The course will also include the design and fabrication of printed circuit boards (PCBs), rigid and flexible, for surface mount devices. Prerequisite: CS 272. Offered Annually.

CS 395 Cr.1-3
Independent Study
Individualized study of topics in computer science not covered by courses regularly taught in the department. Repeatable for credit - maximum six. Consent of department. Offered Fall, Spring, Summer.

CS 402/502 Cr.3
Web Application Development
This course will give a detailed description of the core concepts and general principles of web application development. The course will cover various protocols, programming languages, scripting languages, data storage and security, layered software architectures, and graphical interface design as they relate to web development. Students will apply these techniques to the development of medium scale web application. Prerequisite: CS 202; CS 340, junior standing. Offered Fall - Odd Numbered Years.

CS 410/510 Cr.3
Free and Open Source Software Development
This course examines all aspects of the Free and Open Source Software movement. The course surveys the various definitions of open source licenses and examples of major free and open source development projects (e.g. the GNU Project, Apache Foundation, Linux). The course also examines the development tools that support developer communities, as well as how web-based applications have created the possibility of international development teams. Students will select and contribute to the software development of an existing open source project. Prerequisite: CS 340; junior standing. Offered Spring - Odd Numbered Years.

CS 418/518 Cr.3
Mobile Application Development
An introduction to the concepts and techniques of application development for mobile devices. The course will examine the design constraints of mobile devices, how mobile applications can leverage external data resources, integration of sensor data and the development environments of the chosen platform (e.g. iOS, Android and others). Repeatable for credit with different topic - maximum six. Prerequisite: CS 340; junior standing. Offered Occasionally.
CS 419/519 Cr.1-3
**Topics in Computer Science**
A special topics course in Computer Science which will function as a forum for new ideas and testing ground for new courses. Repeatable for credit - maximum six. Prerequisite: junior standing. Consent of instructor. Offered Occasionally.

CS 421/521 Cr.3
**Programming Language Concepts**
A comparative study of the concepts underlying the design of contemporary high-level programming languages, including imperative, functional, logic and object-oriented paradigms; formal representation of syntax and semantics; control structures; data and procedural abstraction; scope and extent; parallelism and exception handling. Prerequisite: CS 340; CS 225 or MTH 225; junior standing. Offered Fall, Spring.

CS 431/531 Cr.3
**Introduction to Robotics**
This course is a hands-on introduction to the algorithms and techniques required to write robot control software. Topics include the components of mobile robots and robot manipulators, manipulator kinematics, robot task planning, sensing, sensor fusion, visual servoing and robot control concepts. Prerequisite: CS 340; junior standing. Offered Spring - Odd Numbered Years.

CS 441/541 Cr.3
**Operating System Concepts**
The study of the structures and algorithms of operating systems. Operating systems are viewed as managers and controllers of resources such as processors, memory, input and output devices and data. Topics include multiprogramming systems, CPU scheduling, memory management and device management. Prerequisite: CS 340; CS 370; junior standing. Offered Fall, Spring.

CS 442/542 Cr.3
**Structures of Compilers**
An extensive study of all phases of the compilation of high level programming languages. Topics include: scanning, parsing (LL and LR), semantics analysis, symbol table organization and manipulation, internal code generation, storage allocation, optimization and object code generation. Students are required to complete a compiler for a small high-level language. Prerequisite: CS 270; CS 340; junior standing. Offered Spring.

CS 443/543 Cr.3
**Topics in Operating Systems**
An intermediate course in operating systems extending topics introduced in CS 441. Operating systems concepts are studied in depth. Typically students will study and modify an existing system. Prerequisite: CS 441; junior standing. Offered Fall - Even Numbered Years.

CS 446/546 Cr.3
**Object-Oriented Software Development**
Introduction to the concepts and principles of object-orientation (OO). Topics include detailed discussion on analysis and design of OO software systems, notations for OO analysis and design, and comparison of OO programming languages. Advanced topics on object-orientation such as OO testing and software reuse will be briefly discussed. Prerequisite: CS 340; junior standing. Offered Spring.

CS 449/549 Cr.3
**Advances in Software Engineering**
Introduces advanced topics in software engineering. Topics include prototyping models, risk analysis, component-oriented software development, software architectures, software reuse, software metrics and quality analysis. Prerequisite: CS 341; junior standing. Offered Fall - Even Numbered Years.

CS 451/551 Cr.3
**User Interface Design**
This course focuses on the design and implementation of user interfaces. The topics include characteristics of user interfaces, user profiles, interface design principles, methods and tools for user interface development, evolution of user interfaces, evaluation of user interfaces, and case studies. Prerequisite: CS 340; junior standing. Offered Fall - Odd Numbered Years.

CS 452/552 Cr.3
**Artificial Intelligence and Pattern Recognition**
An introduction to the fundamental principles of artificial intelligence. Topics include the biological basis for intelligence, classification of object descriptions and pattern recognition, search strategies and game trees, natural language processing, automatic theorem proving, programming for artificial intelligence and knowledge-based systems. Projects include writing a substantial artificial intelligence application program. Prerequisite: CS 340; junior standing. Offered Fall - Odd Numbered Years.

CS 453/553 Cr.3
**Introduction to Theory of Computation**
An introduction to the theoretical aspects of computation. The capabilities and limits of several computation models are considered including: partial recursive functions, Turing machines, finite state automata and formal languages. The implications of Church's thesis and unsolvable problems such as the halting problem are discussed. Prerequisite: CS 340; junior standing. Offered Spring - Even Numbered Years.

CS 454/554 Cr.3
**Digital Image Processing**
This course introduces the fundamentals of digital image processing techniques with an emphasis on the design and implementation of image processing algorithms. Topics include color models, point-processing techniques, convolution, Fourier domain processing, the discrete cosine transform, image compression methodologies, image restoration and enhancement, sampling and image display. Prerequisite: CS 340; junior standing. Offered Fall - Even Numbered Years.

CS 455/555 Cr.3
**Fundamentals of Information Security**
This course presents the fundamental concepts of information security. Basic policies, techniques and tools for maintaining the security of host computers, information networks and computer software are presented. Elementary cryptography is explored with special attention to applications in data encryption, hashing and digital signatures. Fundamental security management procedures also are introduced, as are the legal and ethical issues associated with computer security. Students will be expected to apply the knowledge gained to construct security policies and practice security in the form of access privileges, firewalls, vulnerability scanners and intrusion detection tools. Prerequisite: CS 220; junior standing. Offered Fall - Odd Numbered Years.

CS 456/556 Cr.3
**Secure Software Development**
Traditionally, software engineering has viewed flaws as the inconsistency of software behavior with its functional requirements. Software security problems, however, can occur in software that contains no such flaws but is nonetheless susceptible to external attack. This course examines known reasons for software security vulnerabilities with an emphasis on best practices for their detection and mitigation, along with general principles for engineering software in ways that enhance security. Prerequisite: CS 340; junior standing. Offered Spring - Even Numbered Years.
CS 464/564 Cr.3
Advanced Database Management Systems
Advanced topics in database management systems. Topics include the relational data model, relational calculus, embedded SQL programming, database application programming, indexing, systems software and storage structures for databases, concurrency control, crash recovery, database administration, parallel and distributed databases, object oriented databases. Prerequisite: CS 364; junior standing. Offered Spring - Odd Numbered Years.

CS 470/570 Cr.3
Parallel and Distributed Computing
A study of architectures, control software, and applications for parallel and distributed systems. A survey of parallel and distributed architectures including data flow machines, vector processors, shared memory multiprocessors, and message based multiprocessors. Software topics include process communication and synchronization, global state maintenance, negotiation, scheduling, data parallelism, control parallelism, and languages for parallel and distributed computing. Prerequisite: CS 370; junior standing. Offered Occasionally.

CS 471/571 Cr.3
Data Communications
An introduction to data communications, including the electrical properties and software protocols. In addition to presentations of the concepts and techniques used for data communications, several currently used standards and communications networks will be examined. Prerequisite: CS 270; CS 340; junior standing. Offered Spring - Even Numbered Years.

CS 472/572 Cr.3
Internet of Things
This course explores the possibilities which are created when everyday things become connected to the internet and how this can create new ways for humans to interact with computation and for computation to enable human activities. This course involves building small, sensor equipped hardware devices and cloud based software systems using various technologies. Prerequisite: CS 340, CS 372. Offered Annually.

CS 475/575 Cr.3
Computer Graphics and Modeling
An introduction to computer graphics in modern computing environments. Topics include geometric transformations, fundamental drawing algorithms, scalable vector graphics (SVG), OpenGL, WebGL, surface shaders, scene graphics, photorealistic rendering, surface mesh data structures, animation and modeling and GPGPU computing. Prerequisite: CS 340, MTH 207. Offered Fall - Odd Numbered Years.

CS 476/576 Cr.3
Data Visualization
An introduction to visualizing various forms of data (abstract and concrete) using computer graphics. The course will consider both scientific visualization where the data itself determines the spatial representation and information visualization where appropriate spatial representations are imposed on the data. Prerequisite: CS 475. Offered Spring - Even Numbered Years.

CS 499 Cr.1-3
Research in Computer Science
An opportunity to become acquainted with literature in the field and to work on a professional level research project within an area of interest of the computer science faculty. A seminar reviewing the results of the study will be a requirement for completion of the course. Repeatable for credit - maximum six. Consent of instructor. Offered Fall, Spring.

Cooperative Education and Internship (CEI) - Courses

Courses
CEI 450 Cr.1-15
Cooperative Education/Internship
An academically relevant field experience in government, industry, business, or community agencies. Students must have their internships approved and be advised by the department most relevant to the field assignment. Determination of relevancy shall be made by the Career Services Office with the advice and consent of the department involved. The experience will be supervised closely by the intern's on-site supervisor, by the Career Services Staff, and by the student's faculty internship adviser. Students must be on their internship worksite during the academic term for which they are registered for academic credit. Credits earned usually will count only toward university electives and not toward the completion of any major or minor. Prerequisite: junior standing; minimum 2.25 cumulative GPA. Consent of instructor. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

CEI 475 Cr.3-15
University-wide Cooperative Education Internship
A sequel to CEI 450 for the student who has previously served an internship under CEI 450 and utilized all available credit therein (i.e., 15). This course is only for approved students seeking an academically relevant field experience in government, industry, business, or community agencies. The internship assignment must be approved and the grade assigned by the department in which the student is majoring. The experience will be supervised closely by the intern's on-site supervisor, by the Career Services Staff, and by the student's faculty internship adviser. Students must be on their internship worksite during the academic term for which they are registered for academic credit. Credits earned in this course do not count toward the completion of the major or toward the completion of a degree. These credits will not be averaged into the student's grade point average. Consent of instructor. Pass/Fail grading. Offered Occasionally.

Curriculum and Instruction (CI) - Courses

Courses
CI 110 Cr.1
Tutoring Principles and Practice
Practical experience in tutoring area school students prior to, during, or after school sessions as arranged in cooperation with campus and approved community agencies. Repeatable for credit - maximum two. Pass/Fail grading. Offered Occasionally.

CI 381/581 Cr.1
Environmental Education Methods
This course is designed to develop an understanding of curricula, instructional methods and materials and evaluation techniques for K-12 level environmental education based upon educational research, contemporary practices and Wisconsin Department of Public Instruction recommended goals and expectations. Prerequisite: GEO 200; EDS 351 or EDS 402 or declared environmental studies minor. Offered Fall, Spring.
CI 461 Cr.3
Leaderhip for Elementary/Middle Science Education
This course is designed to augment teacher candidates’ basic understanding of science curriculum planning, teaching practices, student thinking, and assessment procedures for elementary and middle level classrooms. Special emphasis will be given to demonstrating leadership by participating in a professional learning community, integrated science learning, differentiation, funding an inquiry science program, and special programs to enhance and extend classroom science experiences for students. Prerequisite: EDS 402 or concurrent enrollment. Offered Fall.

CI 470/670 Cr.1-3
Symposium in Education
Studies in education of interest to specific groups. Varying topics will be offered at intervals with a specific title assigned to each. Repeatable for credit - maximum six. Departmental option for pass/fail grading. Prerequisite: junior standing; admission to teacher education. Offered Fall, Winter, Spring, Summer.

CI/EFN 499 Cr.1-6
Individual Study
Reading and research in an area of student interest in education under the direction of an education instructor. Open to elementary and secondary education students with excellent records. Not open to students concurrently enrolled in EFN 499. Prerequisite: junior standing. (Cross-listed with CI/EFN; may earn six credits total in CI and EFN 499.) Consent of instructor. Offered Fall, Winter, Spring, Summer.

Early Childhood Education (ECE) - Courses

Courses

ECE 212 Cr.3
Child Growth and Development for Early Childhood-Middle Childhood Educators
A study of the development of children from birth through age thirteen (early adolescence) with a focus on birth through age eleven. Cognitive, social-emotional, physical and language development are emphasized. Factors that enhance or inhibit development (including diverse family structures, cultural variance, and linguistic diversity) are also studied. ECE 212 is required for admission into the Early Childhood-Elementary Education Program. Prerequisite: EDS 203 or EDS 206; declared education (EC-MC) major; 12 earned credits. Offered Fall, Spring.

ECE 213 Cr.3
Introduction to Early Childhood Education
An introduction to the early childhood education profession and programs that provide care and education for young children (birth through age eight) and their families. The course will examine historical and theoretical influences on early childhood programs, the roles and responsibilities of early childhood professionals, and the effects of early childhood education on children’s development and learning. An overview of developmentally appropriate practice will focus on the teacher as decision maker, multiple sources of knowledge that inform practice, designing positive learning environments, and collaborative relationships with families and colleagues. Course includes a field experience with young children in early childhood programs. Prerequisite: EDS 203 or EDS 206; ECE 212 or concurrent enrollment. Offered Fall, Spring.

ECE 316 Cr.3
Early Childhood Care and Program Administration
This course emphasizes the study of the administration and organization of early childhood programs including: program and staff development, supervision and evaluation of program and staff, financial management of a program, accreditation and licensing regulations, governmental and community agencies, and advocacy. Prerequisite: ECE 212; ECE 213. Offered Fall, Spring.

ECE 324 Cr.3
Early Childhood Education: Curriculum and Assessment for Infant/ Toddler through Preschool
An overview of preschool programs serving children from birth through five years of age, including the study of developmentally appropriate practices and integrated curriculum development. The course will also focus on adapting instructional materials and planning appropriate experiences for young children with disabilities. The affective nature of young learners will be examined and used as a foundation for anti-bias curriculum. Instructional activities will be planned and implemented with infant through preschool children. Prerequisite: ECE 212; ECE 213. Offered Fall, Spring.

ECE 326 Cr.3
Early Childhood Education: Curriculum and Assessment for Kindergarten
A study of curriculum content, instructional strategies and materials in kindergarten programs. The focus is on developmentally appropriate curriculum which integrates social studies, science, literacy, mathematics and the arts. Issues in kindergarten education will be examined. Prerequisite: ECE 212, ECE 213; to be taken concurrently with ECE 327, ECE 425, and ECE 490; admission to teacher education. Consent of instructor. Offered Fall, Spring.

ECE 327 Cr.1
Field Experience: Kindergarten
A field experience involving observation, participation, and instruction in kindergarten settings. Students become acquainted with curriculum content, instructional strategies and classroom management techniques currently used in kindergarten classrooms. Prerequisite: ECE 212, ECE 213; to be taken concurrently with ECE 326, ECE 425, and ECE 490; admission to teacher education. Consent of instructor. Pass/ Fail grading. Offered Fall, Spring.

ECE 425 Cr.4
ECE Student Teaching: Infant/Toddler through Preschool
Under the direction of a university supervisor and in cooperation with an approved teacher, the student will engage in a half-time professional experience in a selected early childhood, infant/toddler through preschool setting for eight weeks. Teacher candidates will develop their professionalism, guidance techniques and conflict resolution skills. Teacher candidates will also develop and implement activities and lessons including units of instruction as well as building and maintaining the environment for a designated developmental range. Prerequisite: ECE 324, ECE 440, and ECE 445; concurrent enrollment in ECE 326, ECE 327, and ECE 490; junior standing. Satisfactory/ Unsatisfactory grading. Offered Fall, Spring.
ECE 430 Cr.4
Creative Experience for Children: Art, Drama, Music, and Movement
This course is designed to develop a philosophy of education which places emphasis on creativity and on the integration of art, music and drama experiences into the curriculum. Students will explore the classroom teacher's role in supporting the development of creativity through arts integration across the early childhood and primary curricular areas. Students will plan and implement art, music and drama activities appropriate for use with pre-kindergarten through primary-age children. Prerequisite: ECE 324 or concurrent enrollment; completion of general education arts category (GE08); admission to teacher education; junior standing. Offered Fall, Spring.

ECE 440 Cr.3
Language and Literacy Development of Young Children
An examination of language and literacy development of young children from birth through kindergarten. Topics of study are the development of receptive and expressive language skills, listening comprehension, awareness of print, emergent writing, and early reading. Supporting families as children's first teachers, appropriate experiences at home and in childcare settings, and family literacy programs will be studied. This course will develop the ability to plan and implement a comprehensive literacy program for young children, including developmentally appropriate assessments for young children. The course will also address developmentally appropriate instructional strategies for young children who struggle with beginning literacy concepts and skills. Prerequisite: ECE 212, ECE 213, EDS 308, EDS 311; admission to teacher education; junior standing. Offered Fall, Spring.

ECE 490/590 Cr.2
Seminar: Relationships with Children, Families and Professionals
A seminar course focusing on the teacher as decision maker and the use of multiple sources of knowledge in professional practice; knowledge of child development and learning, knowledge of individual children, and knowledge of social and cultural contexts. Course topics include reciprocal relationships with families and professionals, individual variations in development and learning, observation and assessment strategies, theories and approaches to guidance, and promoting family and community involvement. Prerequisite: ECE 324, to be taken concurrently with ECE 326, ECE 327 and ECE 425; junior standing. Offered Fall, Spring.

Earth Science (ESC) - Courses
+ next to a course number indicates a general education course

Courses
+ESC 101 Cr.4
Earth Environments
This course concentrates on understanding the earth’s dynamic environments through the study of processes and physical and human interactions related to the lithosphere, hydrosphere and atmosphere. A scientific approach is used to examine fundamental concepts in earth and environmental science related to topics such as plate tectonics, landform development, atmospheric processes, global climate, and water resources, in order to provide an understanding of how the earth system functions and the human role in these phenomena. Lect. 3, Lab 2. Offered Fall, Spring.

+ESC 211 Cr.3
Global Warming and Climate Change
This course explores the scientific basis of global warming and climate change, and their current and likely impacts on human society and the environment, before addressing the action that could be taken by governments, by industry, and by individuals to mitigate the effect. Discussion of global warming is situated in the context of models of climate change, focusing on alternative interpretations of the effects of anthropogenic greenhouse gases on global warming. Offered Fall, Spring.

ESC 221 Cr.4
Introduction to Climate Systems
An introduction to physical principles and the dynamic processes that govern the behavior of the atmosphere at global and regional scales. Spatial and temporal variations of energy, moisture, circulation, and weather systems; and the patterns of the world climate systems are discussed. Lect. 3, Lab 2. Prerequisite: ESC 101. Offered Fall.

ESC 222 Cr.4
Landforms: Processes and Regions
An introduction to the earth surface processes that are dominant in forming various types of landforms Spatial variations in landform will be studied both at the local scale and as the outcome of large-scale global processes, including the effects of plate tectonics and global climatic change. Lect. 3, Lab 2. Prerequisite: ESC 101. Offered Spring.

ESC/GEO 250 Cr.3
Maps and GIS
Students will acquire fundamental knowledge and learn key concepts underlying spatial data, different map types and uses, thematic symbolization and visualization, and spatial analytical techniques. They will learn how to critically assess and communicate knowledge concerning spatial environments. Students will also learn how to use GIS and Web mapping technologies. Lect. 2, Lab 2. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Fall, Spring.

ESC/GEO 270 Cr.1-3
Geographic Themes
Specifically selected topics or skills which may be designed for the interest of special groups will be offered with formalized instruction and methodology appropriate to geography and/or earth science. This course may be counted as an elective in the geography major or earth science minor at the discretion of the Geography/Earth Science Department. Prerequisite may be required at the discretion of the department. Repeatable for credit — maximum six. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Occasionally.

ESC/GEO 321 Cr.3
Sustainable Development and Conservation
This course is designed to engage students in critical thinking with regard to how the current momentum in environmental conservation is shaping global development practices. The dual and seemingly conflicting mandates of conservation and development are examined not only through theory but also case studies from different parts of the world. Offered Annually.

ESC/GEO 345 Cr.3
Remote Sensing
Introduction to remote sensing, emphasizing satellite multispectral observations of the earth applied to such fields as agriculture, forestry, water resources, urban and regional planning, and environmental assessment. Upper Midwest and selected areas worldwide are explored with visual and digital image processing techniques. (Cross listed with ESC/GEO, may only earn credit in one department.) Offered Fall.
ARC/ESC/GEO 347 Cr.3

Geoarchaeology
An applied course on the contribution of earth sciences to the interpretation of archaeological contexts. This course will consist of field, lab and lecture components. Emphasis is placed on the methods of geoarchaeology and the applications of selected earth science fields to archaeological problems. Field trips will be a required component of the course in order to complete field descriptions and sampling. Prerequisite: ARC 196 or ESC 222 or ESC/GEO 426 or ESC/GEO 430. (Cross-listed with ARC/ESC/GEO; may only earn credit in one department.) Offered Occasionally.

ESC/GEO 355 Cr.3

Map Design and Geovisualization
In this course students will learn about the process of making maps, how to acquire and appropriately manipulate spatial data, and how to design clear, compelling, and beautiful maps. In addition to the key theories underlying the cartographic discipline, students will learn technical skills to enhance their other research interests and make them far more competitive on the job market once they graduate. Students will apply your knowledge about map design using cutting edge software. Lect. 2, Lab 2. Prerequisite: GEO/ESC 250. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Fall.

ESC/GEO 385 Cr.3

Introduction to Geographic Information System and Science
An introduction to both theoretical and applied aspects of Geographic Information Systems (GIS). GIS software, with an emphasis on ArcGIS, will be used to explore geographic questions. Hands-on exercises pertaining to environmental science, natural resource management, business, and urban planning will be used to complement lecture material. Topics will include data organization, database structure, input and output, data quality, and geographic analysis of spatial and attribute data. Lect. 2, Lab 2. Prerequisite: ESC/GEO 250; MTH 145. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Fall, Spring.

ESC/GEO 390 Cr.3

Geographic Field Methods
Covers fundamental concepts of field methods as applied to physical, cultural, urban and environmental geography. Students will gain experience in sampling, field surveying, GPS mapping, and observational data collection techniques. Includes reconnaissance and detailed surveys using current methods, GPS and field equipment; and practical integration of field data into a geographic information system. Lect. 2, Lab 2. Prerequisite: ESC/GEO 385 or concurrent enrollment. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Fall.

ESC/GEO 401 Cr.1

Focus on Geography: A Capstone Course
A seminar-style course designed to prepare students for graduate school and/or a career in geography/earth science. This course will cover the basic concepts of interviewing, graduate school application, oral presentation of a topic, and the writing of professional abstracts. The development of the field will be studied by the reading and discussion of landmark articles in geography and earth science. Students are expected to actively participate in the assessment of their major. Prerequisite: senior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Pass/Fail grading. Offered Fall.

ESC/GEO 422/522 Cr.3

Meteorology and Weather Forecasting
Various principles and laws which govern the behavior of the atmosphere are investigated. Laws of gases and radiation, energy exchange between the earth and the atmosphere, laws of motion, various forces governing atmospheric motion, atmospheric moisture and psychrometry, condensation, precipitable water and precipitation, atmospheric stability/instability, thermodynamic characteristics of the atmosphere, vorticity, and synoptic meteorology are discussed. Surface and upper-air charts, synoptic patterns, thermodynamic charts, radar and satellite images, and weather patterns are analyzed for weather forecasting. Prerequisite: ESC 101 or equivalent; junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Spring.

ESC/GEO 426/526 Cr.4

Soil Morphology and Genesis
A comprehensive study of soils around the world and the factors and processes that drive their formation and dynamic evolution. Emphasis is placed on soil morphology, pedogenesis, and biogeochemical influences within the soil environment. A one-credit lab section is devoted to the hands-on exploration and study of soils through laboratory and field exercises. Prerequisite: ESC 221 or ESC 222. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Occasionally.

ESC/GEO 427 Cr.3

Water Resources
A study of physical water resources systems and management and utilization of water as a resource. Class activities will include seminars on critical water resource management issues and hands-on analysis of pertinent data, including exercises in Geographic Information Systems. Prerequisite: ESC 221 or ESC 222. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Alternate Years.

ESC/GEO 430/530 Cr.3

Fluvial Geomorphology
A systematic study of the interactions between flowing water and surface landforms. Emphasis is placed on watershed and stream development, sediment transport and storage, flow frequency analysis, and applications of fluvial principles to river management and stream restoration. Class activities will include field exercises in the La Crosse region, mathematical analysis of hydrologic variables, and spatial analysis with Geographic Information Systems. Prerequisite: ESC 221 or ESC 222. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Spring - Odd Numbered Years.

ESC/GEO 440/540 Cr.3

Geographic Interpretation of Aerial Photographs
Systematic applications of aerial photographs in the interpretation and analysis of geographic problems. Emphasis is placed on the interpretation of digital photographs within a geographic information system. Topics include urban and rural land use, natural resource, and environmental assessment. Lect. 2, Lab 2. Prerequisite: ESC/GEO 385; junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Occasionally.
ESC/GEO 445/545 Cr.3

**Advanced Remote Sensing**
Advanced techniques of digital satellite and airborne image analysis and processing, emphasizing theory and applications in natural resource, land use and environmental assessment. Includes practical approaches to integrating imagery with geographic information systems for spatial analyses and decision making. Data acquisition, integrity, manipulation, formatting, storage, and retrieval are also examined. Prerequisite: ESC/GEO 345. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Spring.

ESC/GEO 450 Cr.3-12

**Geography Internship**
Practical experience with a variety of organizations where the student's geographic background and training can be utilized to advantage. Students are placed in carefully selected positions screened by the department. Actual work supervision is accomplished by personnel of the selected agency and the department staff coordinator. A maximum of five credits may be counted toward the non-education major. Prerequisite: geography major; cumulative GPA of 2.25 with a minimum of 2.75 GPA in geography; junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESC/GEO 455/555 Cr.3

**Web Mapping**
In this course, students will learn how to produce and design interactive Web maps for communication. Web maps take many forms and they are continually changing. Thus, the objective of this course is to do two things: (1) develops proficiency in the scripting languages and tools most frequently used to design and create these maps; and (2) teaches the theory and concepts underlying good Web map design so that as the technologies change in the future students will still be able to design effective Web maps. At the end of this course, students will be able to design a Web map from scratch. Lect. 2, Lab 2. Prerequisite: ESC/GEO 250, ESC/GEO 355; junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Spring.

ESC/GEO 460/560 Cr.3

**Environmental Hazards and Land Use**
Environmental processes are investigated in light of the hazards they might pose for development and how they may be avoided or mitigated by proper land use planning. Prerequisite: ESC 221 or ESC 222. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Occasionally.

ESC/GEO 470/570 Cr.1-3

**Special Topics in Geography/Earth Science**
Specifically selected topics or skills which may be designed for the interest of special groups will be offered with formalized instruction and methodology appropriate to geography and/or earth science. May be counted as an elective in the geography major or earth science minor at the discretion of the Geography/Earth Science Department. Prerequisite may be required at the discretion of the department. Repeatable for credit - maximum six. Prerequisite: junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Occasionally.

ESC/GEO 476/576 Cr.1-3

**Geography/Earth Science Topics for Teachers**
Selected topics in geography and/or earth science pertinent to applications in the teachers' classrooms. Courses are designed to meet the needs of teachers so that they may implement the course material into their classroom teaching. Prerequisite: junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Occasionally.

ESC/GEO 490/590 Cr.2-3

**Independent Study**
Individual readings and investigation of selected problems in geography. Open to senior majors and minors with a "B" (3.00) average in geography. Registration with consent of regular advisor, instructor, department chairperson, and the dean of the college in which the student is enrolled. Repeatable for credit - maximum six. Maximum three credits applicable to major. Maximum three credits from any instructor. Prerequisite: junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Consent of instructor. Offered Fall, Winter, Spring, Summer.

ESC/GEO 495/595 Cr.1-3

**Seminar in Geography/Earth Science**
Investigation into various topics in geography or the earth sciences. Varying topics will be offered at intervals with a specific title assigned to each. Prerequisite: two semesters of geography and/or earth science. Additional prerequisite may be required by the instructor. Repeatable for credit - maximum six. Variable topics; check semester timetables. Prerequisite: junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Occasionally.

ESC/GEO 499 Cr.1-3

**Undergraduate Research**
Individual research by an advanced student under the supervision of a faculty member in the geography/earth science department. The student must present a written report and either have their work published in an appropriate journal or presented either orally or by poster at a conference acceptable to the department chair and adviser. A contract must be signed by the student, the project advisor, the student's advisor and the Geography/Earth Science Department Chair. Repeatable for credit - maximum three. Three credits may be applied to a major or minor in geography and earth science. Prerequisite: 12 credits of geography and/or earth science with six of the credits numbered 300 or above, or consent of the instructor and department chair. (Cross-listed with GEO/ESC; may only earn credit in one department.) Offered Fall, Winter, Spring, Summer.

**Economics (ECO) - Courses**

+ next to a course number indicates a general education course

Courses

+ECO 110 Cr.3

**Microeconomics and Public Policy**
Introduction to microeconomic principals and their application to decision-making by individuals, businesses, and government. General topics include supply and demand, market structures, product markets, government regulation, income distribution, international trade, and economic analysis of current social issues. Offered Fall, Winter, Spring, Summer.

+ECO 120 Cr.3

**Global Macroeconomics**
Introduction to the functioning of the world economy. Applications of economic principals to domestic and international problems with an introduction to economic systems, economic thought, and economic history around the world. General topics include the economics of international exchange rates, global macroeconomics, international monetary systems, and economic development. Offered Fall, Winter, Spring, Summer.
+ECO 202 Cr.3

Contemporary Global Issues
This course will offer a contemporary multi-disciplinary perspective regarding the major issues and trends confronting the global society as it enters the 21st century. Emphasis will be given to a critical review and assessment of the origin and present condition of the plethora of situations and problems affecting modern global society. The student will also learn to critically evaluate current and future events. The course will incorporate the views and approaches of the following disciplines: sociology/anthropology, economics, geography, political science and history. Students may only earn credit in one of the following: ANT 202, ECO 202, GEO 202, HIS 202, POL 202, SOC 202. Offered Occasionally.

+ECO 212 Cr.3

Search for Economic Justice
Through a mixture of face-to-face, online, and experiential methods, students will explore, examine, and compare and contrast the concept of economic justice from several theoretical perspectives including Amartya Sen, John Rawls, and Fredrich Hayek. From there the course will explore human rights and economics, the role of formal and informal institutions and the role of globalization. Students will be exposed to examples of women's rights and how the expansion of personal justice relates to economic development. Lastly, students will be exposed to data and other tools used to measure economic justice, freedom and individual rights through an analysis of different databases on human rights and institutions. Students may only earn credit in one of the following: ANT 212, ECO 212, PHL 212, POL 212, WGS 212. Offered Occasionally.

ECO 300 Cr.3

Economic Issues in Public Policy
A discussion of current economic issues incorporating an introduction to the essential concepts for critical economic thinking. Issues are chosen to help the student develop a general understanding of the economic choices confronting a democratic society. Prerequisite: ECO 110 or ECO 120. Offered Occasionally.

ECO 301 Cr.3

Money and Banking
An introduction to money, monetary policy, and banking, and their roles in the modern market economy. Attention is devoted to the current institutional structure in the U.S. and differing views on the relationship between money and the level of economic activity. Prerequisite: ECO 110, ECO 120. Offered Spring.

ECO 303 Cr.3

Industrial Organization
Changing structure of the American economy; price policy in different industrial classifications of monopoly and competition in relation to problems of public policy. Prerequisite: ECO 110. Offered Occasionally.

ECO 305 Cr.3

Intermediate Macroeconomic Analysis
Introduction to the theoretical analysis of the aggregate economy. Topics include the essential mathematics of macro analysis; national income accounting; general equilibrium of the product, money and labor markets; Keynesian, Classical, and Monetarist theories; stabilization policies; and economic growth. Prerequisite: ECO 110, ECO 120, MTH 175 or MTH 207. Offered Fall, Spring.

ECO 306 Cr.3

History of Economic Thought
The evolutionary development of economic thought from the Medieval Period to the present day, including origins and development of classical economics, the critics of classicism, subjectivism, the Historical School, neo-classical economics, institutionalism, imperfect competition theories, and Keynesian economics. Prerequisite: ECO 110, ECO 120. Offered Occasionally.

ECO 307 Cr.3

Intro to Econometrics, Forecasting & Time Series
An introduction to regression analysis and its application to economic and business research. Topics include using secondary data sources, simple and multiple regression, forecasting, time series analysis, and interpretation and communication of results. The course develops various empirical techniques and culminates with a final research report. Prerequisite: MTH 145 or MTH 245; ENG 110 or ENG 112. Offered Occasionally.

ECO 308 Cr.3

Intermediate Microeconomic Analysis
Behavior of consumers, producers and markets. Topics include: theories of demand, production and cost, firm decisions, market structures, distribution, general equilibrium, welfare and externalities. Prerequisite: ECO 110, ECO 120; MTH 175 or MTH 207. Offered Fall, Spring.

ECO 310 Cr.3

Managerial Economics
Application of economic principles for making effective management decisions with regard to strategies dealing with a firm's external environment and internal organization. Topics include: decisions under risk and uncertainty, vertical integration and outsourcing, pricing strategies, creating and capturing value, incentive conflicts and contracts, and issues in personnel economics. Prerequisite: ECO 110; MTH 145. Offered Occasionally.

ECO 311 Cr.3

Comparative Economic Systems
Theoretical and institutional characteristics of capitalism and socialism with emphasis on prevailing economic systems in the U.S., the former Soviet Union, China, and England. Prerequisite: ECO 110, ECO 120. Offered Occasionally.

ECO 312 Cr.3

American Economic Development
American economic growth in historical perspective from the point of view of the economist. Emphasis will be placed on the use of elementary economic theory as a tool to explain the growth of the American economy. Prerequisite: ECO 110, ECO 120. Offered Occasionally.

ECO 320 Cr.3

Economics of Sports
Economic theory is used to analyze the sports industry. Topics include industry make-up, labor conditions, marketing, economic impact, and discrimination. Prerequisite: ECO 110. Offered Fall, Spring.

ECO 321 Cr.3

Modern Political Economy
An introduction to conservative, liberal, and radical perspectives on the economic process. Topics include the role of government in the economy, the nature of work, business cycles, the environment, and racism and sexism. Prerequisite: ECO 110, ECO 120. Offered Occasionally.

ECO 330 Cr.3

Labor Economics
Theories of wage determination; economic effects of wage determination upon the structure of wages, the distribution of national income, employment, and the price level. Prerequisite: ECO 110, ECO 120. Offered Occasionally.

+ECO 336 Cr.3

Women in the U.S. Economy
An introduction to the status of women in the U.S. economy. Topics include alternative perspectives on women, work and the labor force, the value of paid versus unpaid labor, pay equity, the social support network, and the prospects for change. Prerequisite: ECO 110 or ECO 120. Offered Fall, Spring.
ECO 340 Cr.3
Introduction to International Economics
Overview and introduction to international economics and the theory of international trade and the effects of trade and trade policy on the economy. Foreign exchange markets, the balance of payments and basic policy adjustments are also introduced. Prerequisite: ECO 110. Offered Fall, Spring.

ECO 346 Cr.3
Environmental and Ecological Economics
Aspects of the scarcity of renewable and non-renewable natural resources and the management problems associated with their allocation and use are presented from neoclassical and ecological economics perspective. The theoretical foundations for those tools of economic analysis applicable to the analysis of natural resource problems are developed with historical, real-world examples discussed. Attention is concentrated on the policy implications of alternative resource development strategies. Prerequisite: ECO 110. Offered Spring.

ECO 350 Cr.3
Health Economics
Study of the use of resources in health care and the application of economic methods to issues of public health. Topics include organization of health care delivery, relationships between health care and health status, and the economic evaluation of health care services. The U.S. system is compared with those of other nations, focusing on the roles of the consumers and providers in health care markets, and on the roles of government in shaping demand, supply, and utilization. Prerequisite: ECO 110; junior standing. Offered Occasionally.

ECO 375 Cr.3
Economic Development
Analysis of the broad problems and constraints limiting economic development in the "Third World" Alternative approaches to development will be considered. Different cultural, material, and human resources present in individual countries will be assessed. Prerequisite: ECO 110, ECO 120. Offered Occasionally.

+ECO/THA 376 Cr.3
Economics of Art and Entertainment
The overall goal of this course is to enable participants to make or evaluate selected decisions and policy issues pertaining to the arts and to better understand the unique status the arts hold in the American economy. Prerequisite: sophomore standing. (Cross-listed with ECO/THA; may only earn credit in one department.) Offered Spring - Odd Numbered Years.

ECO 400/500 Cr.3
Monetary Theory and Policy
This course is concerned with the theory and practice of monetary policy in the modern market economy, with particular reference to the U.S. economy and institutional framework. Topics covered include: the ability of the central bank to regulate the supply of money and credit conditions; factors affecting the demand for money; and the relationship between changes in the money supply and interest rates and the impact of changes in each of these on other economic variables. Prerequisite: ECO 301; junior standing Offered Occasionally.

ECO 402/502 Cr.3
Public Sector Economics
Theory and policy of revenues and expenditures in the public sector. Public sector issues are analyzed using public choice theory and cost-benefit analysis. Expenditure programs and taxation are considered at the national, state, and local government levels. Prerequisite: ECO 110; junior standing. Offered Occasionally.

ECO/GEO/HIS/PSY/SOC 408 Cr.4
Teaching and Learning History & Social Studies in the Secondary School
This course will be integrated with a field experience. In the context of a real classroom, teacher candidates will learn how to plan for and assess student learning in history and social sciences. With a focus on content knowledge, teacher candidates will plan a variety of meaningful learning experiences, assess student learning, and monitor and modify instruction to best support the individual learners in the classroom. The teacher candidate will design, enact, and assess activities that advance student understanding to more complex levels. Teacher candidates will gain experience in monitoring the obstacles and barriers that some students or groups of students face in school and learn how to design learning experiences to support all learners. Prerequisite: EDS 351. (Cross-listed with ECO/GEO/HIS/PSY/SOC; may only earn credit in one department.) Offered Fall, Spring.

ECO 409/509 Cr.3
Econometric Methods
Development of statistical techniques used in empirical economics analysis. Emphasis will be placed on the theory and application of the linear regression model. Prerequisite: ECO 307 or MTH 405; one economics course at 300 level or above; junior standing. Offered Occasionally.

ECO 435 Cr.3
Law and Economics
Economic analysis of the origins and impacts of legal rules and of the process of legal decision-making. Focus is on the implications of alternative legal structures for the efficient use of society’s scarce resources, and on the ways in which economic incentives shape the evolution of those structures and the laws they embody. Topics include: public choice, pollution, insurance and liability, and deregulation. Prerequisite: ECO 110. Offered Occasionally.

ECO 440 Cr.3
International Financial Economics
The economics of the international monetary system and financial transactions, with emphasis on macroeconomic policy. Balance of payments problems, exchange rate determination and its effect on economic growth and stability, and policies to achieve international market equilibrium are analyzed from a theoretical and empirical point of view. Prerequisite: ECO 120; junior standing. Offered Spring.

ECO 450 Cr.1-6
College of Business Administration Internship
The internship program as conceived and implemented is an unusual program designed to provide an opportunity for students in the College of Business Administration at the University of Wisconsin-La Crosse to participate in an approved program with a cooperating business, government or civic organization for usually 15 weeks of their undergraduate work. For additional information, see internship description under the College of Business Administration catalog section. Repeatable for credit. Prerequisite: cumulative GPA of at least 2.50; ACC 221, ACC 222; BUS 205, BUS 230; ECO 110, ECO 120; FIN 355; IS 220, MGT 308; MKT 309; admission to business. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

ECO 474/574 Cr.1-3
Economic Forum
Emphasis will be on examination and study of current economic issues. Topics will vary from semester to semester. Repeatable for credit - maximum six. Prerequisite: ECO 110, ECO 120; junior standing. Offered Occasionally.
ECO 499 Cr.1-3
Independent Study
Individual reading or research under the guidance of a staff member. Open to selected advanced students who have excellent records in the department. Registration with the consent of the student's regular adviser, the instructor, and the department chairman. Approval form available in department office; completion of form required prior to registration. Repeatable for credit - maximum six. Consent of instructor. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

Theory and Practice of Cooperative Learning
EFN 424/524 Cr.3
Based on theories of cooperative learning, the course examines practices and strategies which promote student learning and create positive classroom environments. Focus will be on the teacher's role in academic and social interactions. Total class involvement and small groups will be expected as the primary delivery systems for integrating a cooperative learning model. Prerequisite: EDS 351 or EDS 402 or teacher certification; junior standing. Offered Occasionally.

Understanding Human Differences
EFN 222 Cr.2
Introduction to Choice Theory: Problem Solving Strategies
Examines major concepts from William Glasser's Choice Theory focusing on how they can be applied to promote responsible behavior and create successful living and learning experiences. Emphasis is on understanding basic needs, developing strategies for working with diverse students, learning a variety of approaches for problem solving, and developing specific skills for applying Choice Theory in interpersonal and small group interactions and in conducting group meetings. Prerequisite: sophomore standing; open to resident assistants and desk managers only. Consent of instructor. Offered Occasionally.

School, Society, and Teachers
EDS 203 Cr.3
In this course, students will examine the social, historical, and philosophical foundations of schooling and the teaching profession, with specific attention on the individual roles of teachers. Students will explore the ways teachers are positioned within the twenty-first century and begin to delve into the complexities and nuances of the field of education in relation to school law, governance, ethics, school financing, and accountability reforms. Students in this course will critically examine reform movements, policy changes, and pedagogical innovations in the field of education, as well as begin to articulate their personal philosophies of education. Analysis of social class, race, gender, conflicting aims of education, and formal and hidden curricula are predominant subjects of study in this course. This course is required for all teacher education programs except physical education and school health education. Offered Fall, Spring, Summer.

Educational Foundations (EFN) - Courses
+ next to a course number indicates a general education course

Courses

EFN 200 Cr.1
Cooperatives
A study of the history and development of cooperatives, a form of business organization voluntarily owned and controlled by member patrons on a nonprofit or cost basis. The social, political and economic aspects of cooperatives constitute the basis for the course. Note: This course is a statutory requirement for all social studies majors and minors (except psychology minors) in middle childhood-early adolescence and early adolescence-adolescence programs. May not count in major or minor (early adolescence-adolescence programs). Offered Spring.

EFN 205 Cr.3
Understanding Human Differences
The course will focus on human differences and the factors which influence these differences, specifically group identifications. It will explore the interaction between misperceptions and ethnocentric perspectives which foster the development of prejudicial attitudes. It will explain the effect of prejudicial attitudes on expectations for “different” others (stereotyping) and on behavior toward those others (discrimination). It will examine diverse groups in our society and how membership in one or more of these groups affects one’s sense of identity and one's opportunities. Offered Fall, Winter, Spring.

EFN 475/575 Cr.1-3
Special Topics Seminar in Education
Special topics in education not covered by current education courses taught in the department. The particular topic selected to be determined by the department according to the current need and interest. Repeatable for credit - maximum six. Prerequisite: admission to teacher education, or certifiability as a teacher, or consent of the department chair; junior standing. Offered Fall, Winter, Spring, Summer.

CI/EFN 499 Cr.1-6
Individual Study
Reading and research in an area of student interest in education under the direction of an education instructor. Open to elementary and secondary education students with excellent records. Not open to students concurrently enrolled in EFN 499. Prerequisite: junior standing. (Cross-listed with CI/EFN; may earn six credits total in CI and EFN 499.) Consent of instructor. Offered Fall, Winter, Spring, Summer.

Educational Media (EDM) - Courses

Courses

Educational Studies (EDS) - Courses
+ next to a course number indicates a general education course

Courses

+EDS 203 Cr.3
School, Society, and Teachers
In this course, students will examine the social, historical, and philosophical foundations of schooling and the teaching profession, with specific attention on the individual roles of teachers. Students will explore the ways teachers are positioned within the twenty-first century and begin to delve into the complexities and nuances of the field of education in relation to school law, governance, ethics, school financing, and accountability reforms. Students in this course will critically examine reform movements, policy changes, and pedagogical innovations in the field of education, as well as begin to articulate their personal philosophies of education. Analysis of social class, race, gender, conflicting aims of education, and formal and hidden curricula are predominant subjects of study in this course. This course is required for all teacher education programs except physical education and school health education. Offered Fall, Spring, Summer.
+EDS 206 Cr.3

**Multicultural Education**
This introductory diversity course explores the role that multiculturalism plays in schools and the broader society. This course examines aspects of identity from anthropological, sociological, historical, political, and economic perspectives and how they intersect in school settings. It uses schools as the site for analyzing the ways in which aspects of minority cultures are addressed and incorporated into educational instruction in public schools. Through engagement with diverse texts, activities, and presentations, it prepares students for teaching and working in increasingly diverse and pluralistic schools and communities, and specifically with minority cultures. Moreover, the course maintains a concerted focus on how students, teachers, parents, and community members experience and perceive schooling in the United States. The students in the course develop a nuanced understanding of cultural representation at the individual, institutional, and societal levels by critically examining key texts as well as their own personal experiences. Finally, the course provides future citizens teachers with the analytical and pedagogical tools to ensure that multiculturalism is valued, cultivated, and promoted in classrooms across the U.S. Prerequisite: EDS 203 recommended. Offered Fall, Spring, Summer.

EDS 308 Cr.3

**Foundations of Literacy**
The focus of this course will be on the language and language arts/literacy development for all learners. This course provides students with the theories, principles, goals, and pedagogical skills for teaching language arts/literacy for elementary and middle-level learners. Emphasis will be given to critical literacy including effective practices from multicultural and multilingual literacy perspectives. Teacher candidates will also develop an understanding of political and social dimensions of language arts/literacy education. Prerequisite: EDS 203; declared education major; completed basic skills testing milestone; sophomore standing. Offered Fall, Spring, Summer.

EDS 309 Cr.2

**Education in a Global Society**
In support of teachers as globally responsive citizens, this course studies international education issues relating to global poverty, gender inequality and the impact of globalization on the teaching profession. Comparative case studies regarding education systems in other parts of the world are integrated to provide a stronger global perspective on social, economic and political aspects of schooling. Prerequisite: EDS 203. EDS 206 recommended. Offered Fall, Spring, Summer.

EDS 311 Cr.3

**Curriculum and Pedagogy for Early Childhood-Middle Childhood/Middle Childhood-Early Adolescence**
The course is designed to consider the nature of a teaching profession, the use of standards in a profession, and responsibilities of PK-12 educators. The role of schools in society will be examined along with the history and politics of school curriculum. Possible levels of curriculum use in schools from knowledge reproduction to curriculum integration will be discussed. Culturally responsive teaching and conflict resolution will be emphasized. Prerequisite: EDS 203; declared education major; completed basic skills testing milestone. EDS 206 recommended. Offered Fall, Spring.

EDS 319 Cr.2

**Teaching with Integrated Technology I**
This course is an introduction to the systematic planning of instructional technology. Course objectives include developing functional skills in computer hardware and software, design of multimedia materials, and effective application of technology in teaching and learning. The course focuses on the basic principles of learning through technology integration into instruction with the use of multimedia, web development, instructional media, distance learning, Internet use and ethical, legal, and social issues in technology. Lect. 1, Lab 1. Prerequisite: declared education major; sophomore standing. Offered Fall, Winter, Spring, Summer.

EDS 351 Cr.4

**Language, Literacy, and Culture in the Secondary Classroom**
This course consists of class sessions and an integrated field experience. It is designed to equip teacher candidates to understand theoretical and evidence-based foundations of literacy processes and instruction. Students will: a) learn about instructional strategies, approaches, and materials to support student learning in literacy, b) learn about a variety of assessments and how assessment information can be used to plan and evaluate literacy instruction, c) develop an awareness, understanding, respect, and value for diversity and its impact on literacy, and d) learn about factors in the learning environment that foster literacy achievement. Prerequisite: admission to teacher education. Consent of instructor. Offered Fall, Spring.

EDS 400/500 Cr.1-3

**Continuing Education Professional Development**
This course provides continuing education opportunities for Educational Professionals on a wide variety of topics. Topics selected for this course will mirror current trends and professional development interests of individual school district or educational institution. Varying topics will be offered with a specific title assigned to each. This course is open to professionals practicing in the education field and offered through the Continuing Education and Extension Office (CEE). Repeatable for credit with a different topic. EDS 400/500 credits cannot be used toward any Department of Educational Studies undergraduate or graduate programs. Consent of instructor. Offered Fall, Winter, Spring, Summer.

EDS 402 Cr.2

**Field Experience I: Early Childhood-Middle Childhood/Middle Childhood-Early Adolescence**
This course is the first field experience in a school environment. Teacher candidates will be introduced to professionalism, classroom management, and conflict resolution. Teacher candidates will plan and teach lessons within the designated developmental range. Prerequisite: EDS 203, EDS 308, EDS 311; to be taken concurrently with EDS 412 and EDS 413; admission to teacher education program; junior standing. Consent of department. Offered Fall, Spring.

EDS 412 Cr.5

**Teaching Reading and Literacy: Early Childhood-Middle Childhood/ Middle Childhood-Early Adolescence**
This course will focus on teaching reading/literacy strategies and techniques for elementary and middle level classrooms. The course will cover pedagogy and application of best practices in reading/literacy instruction. Prerequisite: EDS 308, EDS 311; to be taken concurrently with EDS 402 and EDS 413; junior standing. Consent of department. Offered Fall, Spring.
EDS 413 Cr.3
Teaching Social Studies: Early Childhood-Middle Childhood/Middle Childhood-Early Adolescence
This course provides teacher candidates with an introduction to the issues and best practices in social studies education in elementary and middle level classrooms, promoting the development of inquiry, cultural awareness, multiple perspectives, active learning, and critical thinking. Teacher candidates will explore curriculum, techniques, and materials, which promote powerful and meaningful social studies. Prerequisite: EDS 308, EDS 311; to be taken concurrently with EDS 402 and EDS 412; admission to teacher education program; junior standing. Consent of department. Offered Fall, Spring.

EDS 414/514 Cr.1
Foundations of Reading Seminar
The purpose of this course is to review and discuss key concepts related to the foundations of reading, including the sub-areas of (1) foundations of reading development (phonological and phonemic awareness, concepts of print and the alphabetic principle, phonics, word analysis skills), (2) development of reading comprehension (vocabulary development, reading comprehension skills, and strategies), and (3) reading assessment and instruction (formal and informal assessments, multiple theories and approaches). In addition, the course prepares pre-service and in-service teachers to demonstrate their knowledge and understanding of teaching reading by composing an organized and developed analysis/written response for given teaching reading scenarios. Repeatable for credit - maximum three. Prerequisite: EDS 412 or concurrent enrollment; junior standing. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

EDS 421 Cr.3
Teaching General Science Methods: Early Childhood-Middle Childhood/ Middle Childhood-Early Adolescence
This course is designed to introduce EC-MC and MC-EA teacher candidates to current methods and practices for teaching science in elementary and middle school classrooms. Methods will be investigated regarding the nature of science as a discipline, as well as strategies for instruction and assessment of student learning. In addition, teacher candidates will explore curriculum, techniques, and materials, which promote powerful and meaningful science education. Teacher candidates will explore and critically evaluate standards and science instruction and assessment of student learning. In addition, teacher candidates will be emphasized. Prerequisite: EDS 402; MTH 135 with a grade of "C" or better; to be take concurrently with EDS 422 and EDS 445; admission to teacher education program; junior standing. Consent of department. Offered Fall, Spring.

EDS 445 Cr.2
Field Experience II: Early Childhood-Middle Childhood/Middle Childhood-Early Adolescence
This course is the second field experience in a school environment. Teacher candidates will further develop their professionalism, classroom management techniques, and conflict resolution skills. Teacher candidates will develop and teach lessons including units of instruction as well as building and maintaining the classroom environment within the designated developmental range. Lect. 1, Lab 1. Prerequisite: EDS 402; to be taken concurrently with EDS 421 and EDS 422; admission to teacher education program; junior standing. Consent of department. Offered Fall, Spring.

EDS 450 Cr.2
Field Experience II: Early Childhood-Adolescence, Early Adolescence-Adolescence
This course is the second field experience in a school environment. Teacher candidates will further develop their professionalism, classroom management techniques, and conflict resolution skills. Teacher candidates will develop and teach lessons including units of instruction as well as building and maintaining the classroom environment within the designated developmental range. Lect. 1, Lab 1. Prerequisite: EDS 351; admission to teacher education program; junior standing. Consent of department. Offered Fall, Spring.

EDS 452 Cr.3
Teaching in Schools
This course is designed to prepare teacher candidates (TCs) for full professional involvement in schools by being able to understand and implement current educational research and reform efforts. Building on the curriculum, instruction, and assessment models learned in earlier courses, TCs will learn to function in professional learning communities (PLCs) to implement curriculum and educational reforms including integrated curriculum, responsive classrooms, effective classroom management, and family/community engagement. A focus on middle level pedagogy (i.e., meeting the academic, social-emotional, and behavioral needs of the young adolescent learner) will undergird this course. Prerequisite: EDS 402. Consent of department. Offered Fall, Spring.

EDS 463 Cr.3
Designing Instruction and Ongoing Assessment for Diverse Learners
This course addresses multiple critical skills for teacher candidates. The course will provide in-depth coverage of the Response to Intervention (RTI) model, and in particular how it relates to learners with special needs. Directly connected to the RTI content will be a focus on both formal and informal assessment strategies students may use for progress monitoring. The course will also cover differentiation techniques the students may apply based on their knowledge of student needs and progress. Prerequisite: EDS 402; grade of "C" or better; to be taken concurrently with EDS 421 and EDS 445; admission to teacher education program; junior standing. Consent of department. Offered Fall, Spring.

EDS 475/575 Cr.1-3
Educational Studies Special Topics
The purpose of this course is to provide opportunities for teacher candidates or aspiring teachers to gain experience and knowledge for education topics. Offered Fall, Winter, Spring, Summer.
English (ENG) - Courses

+ next to a course number indicates a general education course

Courses

ENG 050 Cr.3
Fundamentals of Composition
English 050 will facilitate fluency in writing. It will prepare students for the writing demands encountered in ENG 110 and other academic environments. To learn conventions of formal academic writing and to understand and employ effective writing processes and habits are the objectives of this course. Transcript credit does not count toward graduation. Pass/Fail grading. Offered Fall.

+ENG 110 Cr.3
College Writing I
This course in composition addresses writing as a symbolic action that writers participate in for multiple purposes, with diverse audiences, and in various genres. It emphasizes writing as a thinking process through the learning and practice of rhetorical strategies for inquiry, persuasion, and collaboration in context. (Students who qualify with a grade of "C" or better in ENG 110 will be exempt from further writing requirements in the general education skills category, but this does not exempt students from the writing emphasis course requirements. Students receiving a grade less than "C" must repeat ENG 110.) Prerequisite: ENG 050 or equivalent placement. Not open for credit for students with credit in ENG 112. Offered Fall, Spring.

+ENG 112 Cr.3
College Writing AP (Advanced Placement)
This course in composition addresses writing as symbolic action that writers participate in for multiple purposes, with diverse audiences, and in various genres. It emphasizes writing as a thinking process through the learning and practice of rhetorical strategies for inquiry, persuasion, and collaboration in context. (Students will be challenged at a level appropriate to their placement. Students who qualify with a grade of "C" or better in ENG 112 will be exempt from further writing requirements in the general education skills category, but this does not exempt students from the writing emphasis course requirements. Students earning a grade lower than "C" must repeat ENG 112.) Prerequisite: score of 3 or 4 on the AP Placement Tests (Rhetoric/Writing or Literature) or students with ENG 110 waiver from transfer institution. Not open for credit for students with credit in ENG 110. Offered Fall, Spring.

+ENG 200 Cr.3
Literature and Human Experience
Intensive study of selected literary texts, with emphasis on various ways of reading, studying, and appreciating literature as an aesthetic, emotional, and cultural experience. Content varies with instructor. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Fall, Spring.

+ENG 201 Cr.3
American Literature I
An exploration of American literature from early times to the late nineteenth century; including such authors as Bradstreet, Franklin, Hawthorne, Poe, Melville, and Dickinson. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Fall, Spring.

+ENG 202 Cr.3
American Literature II
An exploration of American literature from the late nineteenth century to the present; including such authors as Twain, Freeman, James, Chopin, Frost, Hemingway, Faulkner, Wright, and Bellow. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Fall, Spring.
+ENG 203 Cr.3  
**English Literature I**  
Encounters with major works of English literature from medieval times through the eighteenth century, including fiction, drama, essays, and poetry. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Fall, Spring.

+ENG 204 Cr.3  
**English Literature II**  
Encounters with major works of English literature of the nineteenth and twentieth centuries, including fiction, drama, essays, and poetry. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Fall, Spring.

+ENG 205 Cr.3  
**Western Literature I**  
An examination of the expression and development of the ideas and values of Western Civilization in time-honored works of literature ranging from Biblical times, through the Greek and Roman eras, to the European Middle Ages and the Renaissance. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Fall.

+ENG 206 Cr.3  
**Western Literature II**  
An examination of the conflicting ideas and values of Western Civilization as expressed in the literature of the eighteenth, nineteenth, and twentieth centuries; with special attention to the literary and cultural impact of science and modern philosophy and the roots and identity of the modern age. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Spring.

+ENG/ERS 207 Cr.3  
**Multicultural Literature of the United States**  
This course examines cultural themes in American literature in an effort to enhance student awareness of the multi-ethnic nature of American culture. Students engage in close reading, discussion, analysis, and interpretation of texts written by individuals from a variety of American ethnic and cultural backgrounds. Content varies with instructors. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. (Cross-listed with ENG/ERS; may only earn credit in one department.) Offered Fall, Spring.

+ENG 208 Cr.3  
**International Studies in Literature**  
A study of representative authors from selected regions and ages of the world, ranging from such non-Western traditions as the Indic, Arabic, African, Chinese, and Japanese to such Western traditions as the Icelandic, Scandinavian, Australian, Russian, and South American. Content and focus vary with instructors. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Occasionally.

+ENG/ERS 210 Cr.3  
**Literature of Black America**  
Survey and exploration of Black American prose and poetry from their eighteenth century beginnings to the end of the Harlem Renaissance and the depression years. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. (Cross-listed with ENG/ERS; may only earn credit in one department.) Offered Fall.

+ENG/ERS 215 Cr.3  
**African American Authors**  
A study of the principal post-depression (1940 to present) African American authors, critics, and scholars which clarifies the relationship between these writers and the general field of American literature and which illustrates their unique contributions as representatives of African American culture. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. (Cross-listed with ENG/ERS; may only earn credit in one department.) Offered Spring.

+ENG 220 Cr.3  
**Women and Popular Culture**  
Fundamentals of cultural studies, with a focus on analyzing representations of women in modern American popular culture and their historical reception. Primary texts from media such as film, television, advertising, and popular fiction will be studied for how they communicate cultural values regarding women and femininity. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Occasionally.

ENG 299 Cr.1  
**Writing Tutor Practicum**  
This course is designed to offer training and supervision for Writing Center tutors. The course will include an overview of writing center history and theory, an overview of writing process theory, and examination of best practices for tutoring various client populations. Students will develop a reflective tutoring practice based on readings and course discussions. The course must be taken during the student's first semester of employment in the Writing Center. Failure to complete the course will result in termination of employment in the Writing Center. Students who repeat the course will engage more deeply with the content. Prerequisite: ENG 110 or ENG 112. Consent of instructor. Pass/Fail grading. Offered Fall, Spring.

ENG 301 Cr.4  
**Foundations for Literary Studies**  
An introduction to foundational knowledge and skills for the advanced study of literature. The course fosters understanding of the importance of historical, cultural, and intellectual contexts for literary study as well as appreciation for diversity of literary expression. Facility for critical work with literature is developed through expanding students’ knowledge of literary genres and their understanding and use of basic literary terminology and through enhancing their abilities to do literary research, conduct close textual analysis, and write critically about literature. Prerequisite: three credits in 200 level English courses. Offered Fall, Spring.

ENG 302 Cr.3  
**Intermediate Topics in Literature**  
An intermediate course exploring selected topics in literature in relation to various historical or cultural contexts. Topics vary according to the interests of students and the instructor. Sample topics include: Horror Literature and Film; Classical Greek Drama and Culture; the Bible and/ or Literature: Literature and Existentialism: Blues, Jazz, and Literature. Open to all students. Consult English Department for application to major or minor. Repeatable for credit - maximum six. Only three credits may be applied to an English major or minor. Prerequisite: three credits in 200 level English courses. Offered Fall.

ENG 303 Cr.3  
**Advanced Composition**  
An advanced college-level writing course. Emphasis will be placed on developing skills and strategies related to the theories and practices of various rhetorical contexts and genres. Prerequisite: ENG 110 or ENG 112. Offered Fall, Spring.

ENG 304 Cr.3  
**Writing in the Arts and Humanities**  
An advanced writing course designed especially for students majoring in the arts and humanities. The course will focus on the types of inquiry and discourse appropriate to these disciplines. Students will be instructed in the rhetorical strategies of invention (that is, discovering content and establishing lines of reasoning, analyzing audience, and determining the writer's purpose and persona); arrangement and style. Not open for credit in the English education major or minors except for credit in the professional writing minor. Prerequisite: ENG 110 or ENG 112; sophomore standing. Offered Annually.
ENG 305 Cr.3
Creative Writing
An advanced course which emphasizes the writing of poetry, short fiction, and analytical-evaluative writing about each of these genres. The course is taught by a practicing and published fiction writer or poet and is intended as the basic course in the creative writing English minor. It is also for those students interested in writing short fiction and/or poems. Prerequisite: three credits in 200 level English courses. Offered Fall, Spring.

ENG 306 Cr.3
Writing in Education
An advanced writing course open to students who intend to become teachers in any field. This course helps students achieve several goals: understanding and practicing the several steps of the writing process and the various types of writing; exploring the ways in which writing can be a method of learning; strengthening composition skills; developing a "theory of composition" (a set of principles) which will serve students well both as writers and as teachers of writing. Not open for credit in the creative writing minor. Prerequisite: ENG 110 or ENG 112; sophomore standing. Offered Fall, Spring.

ENG 307 Cr.3
Writing for Management, Public Relations and the Professions
An advanced course focusing on written communication for relations with clients, boards, organizations, customers, constituents, or the public. Students practice writing as an effective process of gathering and conveying information, answering questions, and solving problems. The course will explore appropriate language, tone, and format for effective letters, memos, news releases, reports, proposals, abstracts, and summaries. There is emphasis on purpose, audience, and clarity. Not open for credit in the English education major or minors except for credit in the professional writing minor. Prerequisite: ENG 110 or ENG 112; sophomore standing. Offered Fall, Spring.

ENG 308 Cr.3
Technical Writing
An advanced writing course designed for technically oriented students whose career goals require skill in conveying technical information through writing. Students will become acquainted with the types of writing forms and rhetorical styles which they are likely to encounter as professionals and will practice using these styles with technical subjects. Not open for credit in the English education major or minors except for credit in the professional writing minor. Prerequisite: ENG 110 or ENG 112; at least sophomore standing. Offered Fall, Spring.

ENG 309 Cr.3
Writing in the Sciences
An advanced writing course for students in the sciences. The course will focus both on the role writing plays in the conduct of scientific work and on the rhetorical and stylistic conventions of the various scientific disciplines: in short, on the relationship between writing and scientific knowledge. Taught through an inquiry process, students will be led to develop their composition skills and understanding as they discover the procedures and conventions of their individual disciplines. Not open for credit in the English education major or minors except for credit in the professional writing minor. Prerequisite: ENG 110 or ENG 112; sophomore standing. Offered Annually.

ENG 311 Cr.3
Critical Theory
Students in this course will study various major theoretical schools and begin to develop their conceptual literacy in approaching literary and other cultural texts (for example, creative and other modes of writing, public discourses, aesthetic and/or social movements, images, film, and other media). The course will facilitate students' dynamic participation in the unfolding conversations and debates about texts and culture. Prerequisite: three credits in 200 level English courses. Offered Fall, Spring.

ENG 313 Cr.3
Prose Style and Editing
A practical course in developing a flexible and effective capacity for writing prose. Students will master techniques and strategies of emphasis, coherence, clarity, conciseness, balance, and rhythm. Use of tropes and figures (particularly metaphorical language and imagery) and tone will be explored in the context of rhetorical appropriateness and strategy. The course will provide students with the fundamentals of prose technique—the basis for an art, which they can continue to refine and develop for the rest of their lives. Prerequisite: ENG 110 or ENG 112. Offered Fall, Spring.

ENG 314 Cr.3
Grant Writing
This course is designed to develop knowledge of theories and practices of grant writing by including topics such as conventions of proposal writing as well as political, social and cultural aspects and practices of grant writing. Students will develop skills in identifying sources of grant funding, engage in various research methods, and learn to rhetorically respond to requests for proposals. Students will also learn to write requests for proposals, and analyze varying stakeholders and writing situations. Prerequisite: ENG 110 or ENG 112. Offered Spring.

ENG 318 Cr.3
Journalism and New Media
This course introduces students to the histories and practices of journalism and new media. Students can expect to examine such issues as the rise of modern journalism, the transition to digital media, ethics and free speech issues, the globalization of news, as well as writing genres particular to different platforms. Prerequisite: ENG 110 or ENG 112. Offered Annually.

ENG 320 Cr.3
Literary Journal Production and Publication
A workshop course in literary magazine production and publication. The class will assemble and publish Steam Ticket, a nationally-distributed literary journal that attracts submissions from international authors and artists. Emphasis will be placed on inter-disciplinary and multicultural content and participation. Repeatable for credit - maximum six. Only three credits may be applied toward any individual major or minor. Prerequisite: 300 level writing course. Offered Spring.

ENG 325 Cr.3
Reporting and Copy Editing
Study of newsgathering methods; practice organizing and writing; assigning and directing reporting and writing; preparing news copy for publication. Prerequisite: ENG 110 or ENG 112. Offered Annually.

ENG 326 Cr.3
Feature and Specialized Writing
Writing feature articles for newspapers and magazines; includes study of genre and practice with information gathering, interviewing, and composing and editing techniques. Application of reporting and writing techniques to specialized areas of news, such as editorials, reviews, sports, science and business; includes critical and interpretive writing. Prerequisite: ENG 110 or ENG 112. Offered Annually.
ENG 330 Cr.3
History of the English Language
A survey of the historical development of English language structure and usage in the Old English, Middle English, Early Modern English, and Modern English periods. Prerequisite: ENG 110 or ENG 112. Offered Occasionally.

ENG 331 Cr.3
Introduction to Linguistics
An introductory survey of the major subfields of linguistics: phonetics, phonology, morphology, syntax, semantics, and pragmatics. Some attention is given to language acquisition and language variation. Prerequisite: ENG 110 or ENG 112. Students cannot earn credit in both ENG 331 and MLG 340. Offered Spring.

ENG 332 Cr.3
Modern English Grammars
An introduction to the structure of the English language, focusing primarily on its syntax. Investigation of the various grammatical functions that words perform and how those words combine to create phrases, clauses, and sentences. Development of skills for analyzing and describing English sentences. Prerequisite: ENG 110 or ENG 112. Offered Fall, Spring.

ENG 333 Cr.3
Introduction to Rhetoric and Writing Studies
An introductory course which presents theories of rhetoric and composition, emphasizing both conceptual knowledge and practical skills. Prerequisite: ENG 110 or ENG 112; at least sophomore standing. Offered Fall, Spring.

ENG 334 Cr.3
Language Study for Teachers
Designed for pre-service teachers, this course is intended to provide a theoretical base for structuring effective language education, for teaching writing and other language activities, and for understanding linguistic diversity. It will cover issues basic to understanding how language acquisition is a developmental process and how language functions in thinking, learning, and social interaction. Prerequisite: ENG 110 or ENG 112. Offered Fall, Spring.

ENG 335 Cr.3
Introduction to Professional Writing
Introduction to Professional Writing is designed as an introductory course for students who are interested in writing in professional settings. The course will include an introduction to various field definitions of professional writing, an overview of professional writing history and theory, provide space to study key concepts that are currently relevant in the field, and apply these histories and concepts to concrete documents that constitute study in the field of professional writing. Prerequisite: ENG 110 or ENG 112; sophomore standing. Offered Fall, Spring.

ENG 337 Cr.3
The Rhetorics of Style
A rhetorical study of various styles, this class systematically examines the social/cultural as well as the literary implications and impact styles have had in history. The class focuses on how understandings of style have changed throughout history and how different understandings shape strategies for interacting with audiences. Prerequisite: ENG 110 or ENG 112. Offered Occasionally.

ENG 338 Cr.3
Linguistics and Literature
Linguistic analysis of literary texts using methods in theoretical linguistics, sociolinguistics, and/or applied linguistics. No prior background in linguistics is necessary. Prerequisite: three credits in 200 level English courses. Offered Occasionally.

ENG 341 Cr.3
Pedagogical Approaches to Young Adult Literature
This course focuses on pedagogical approaches to using young adult (YA) literature as a tool for understanding adolescent experiences in the Secondary English classroom. It is designed for teacher candidates who want to learn how to integrate YA literature into their future classrooms. Students will read a variety of texts in multiple genres, exploring the breadth and richness of YA literature in terms of form, style, and cultural diversity. Students will learn the intricacies of text selection and strategies for facilitating discussions. They will also learn how to incorporate technology to encourage higher-order thinking, how to align curriculum to the Common Core Standards, and how to use YA literature strategically within a traditional curriculum that favors canonical texts. Prerequisite: three credits in 200 level English courses. Offered Annually.

ENG 342 Cr.3
The Essay
The development of the essay form and extensive reading of contemporary examples. Prerequisite: three credits in 200 level English courses. Offered Occasionally.

ENG 343 Cr.3
Creative Nonfiction
An advanced course which emphasizes the personal essay, memoir, and other forms that blur the distinction between fiction and factual writing. While creative nonfiction may be informative, it may also be personal and lyrical. Students will study voice, prose style, and techniques of structuring content. Prerequisite: ENG 110 or ENG 112; three credits in 200 level English courses. Offered Every Third Semester.

ENG 344 Cr.3
The Novel
A course focusing on the history and development of the novel, from its putative origins in 18th-century England to its postmodern realizations on the world literature scene. Various theoretical explanations of the novel's forms and social functions will be examined. The course will foster an understanding of the way narrative discourse functions as a mode of rhetoric, capable of persuading individual readers and even influencing historical trends. The course will also address the variety of formal approaches within the genre, from epistolary, historical and Gothic novels to novels of manners, novels of social protest, and psychological and stream-of-consciousness novels. Individual instructors may select examples from both the "high" and "low" forms of the genre, and may include English translations of foreign works. Prerequisites: three credits in 200 level English courses. Offered Every Third Semester.

ENG 347 Cr.3
The Short Story
Reading the great stories of the world. Some emphasis upon modern techniques. Prerequisites: three credits in 200 level English courses. Offered Occasionally.

ENG 348 Cr.4
Studies in Film Literature
An introduction to the study of film and film criticism, with some attention to the history of the medium and its relation to literary genres. Prerequisites: three credits in 200 level English courses. Offered Annually.
ENG 349 Cr.4
Drama
An introduction to dramatic literature of the world. This course prepares the student to understand the elements of dramatic writing and staging of plays. Dramatic works will be selected from a variety of countries and historical periods to provide an overview of this genre, as well as the foundations needed for future study. Lect. 3, Lab 2. Prerequisites: three credits in 200 level English courses. Offered Annually.

ENG 356 Cr.3
European Literature in Translation
A course focusing on classics of European literature. Individual instructors devise their own reading lists according to their own historical or thematic approaches, but most, if not all, of the readings will be translations from European languages other than English. This course aims to give students an understanding of various genres and traditions in European literature and to facilitate an enhancement of students' critical and communicative skills. Prerequisites: three credits in 200 level English courses. Offered Every Third Semester.

ENG 357 Cr.3
World Literature
A course designed to provide diversity education by studying world literatures from different regions and historical periods, ranging from ancient to modern Middle East, Africa, Asia, South Asia, Europe, and the Americas. Focus and content will vary with instructor. However, each instructor will cover at least two distinct world traditions. Prerequisites: three credits in 200 level English courses. Offered Annually.

ENG 361 Cr.3
Old and Middle English Literature
An introduction to the study of Old and Middle English literature with attention to the development of genres and styles which shaped early English literary traditions. Prerequisites: three credits in 200 level English courses. Offered Annually.

ENG 362 Cr.3
English Renaissance
Study of the major writers of the sixteenth and seventeenth centuries in England. Emphasis on Spenser, Sidney, Jonson, Marlowe, Herrick, Herbert, Donne and others. Shakespeare's non-dramatic work also will be included in the study of this period. Prerequisites: three credits in 200 level English courses. Offered Every Third Semester.

ENG 363 Cr.3
Shakespeare I
Close study of several principal plays, chiefly from the early and middle parts of Shakespeare's career. Prerequisites: three credits in 200 level English courses. Offered Fall, Spring.

ENG 364 Cr.3
Shakespeare II
Close study of principal plays, chiefly plays coming after "Hamlet. Prerequisites: three credits in 200 level English courses. Offered Fall, Spring.

ENG 366 Cr.3
Restoration and 18th Century British Literature
Study of the principal works of the period 1660-1800, with emphasis on Dryden, Swift, Defoe, Pope, Fielding, Johnson, and Boswell. Prerequisites: three credits in 200 level English courses. Offered Every Third Semester.

ENG 367 Cr.3
19th Century British Literature
Study of the finest poetry, fiction, drama and essays of the Romantic and Victorian periods of British literature, 1798-1901, with attention to the social, philosophical, and literary movements that engendered them. Prerequisites: three credits in 200 level English courses. Offered Annually.

ENG 368 Cr.3
British Literature After 1900
A foundational course in the literature of the British Isles in the twentieth and twenty-first centuries. The course focuses on major British writers and literary developments, with emphasis on the ways this literature reflects changing British cultural identity and maintains continuity with the literary heritage out of which it develops. Prerequisites: three credits in 200 level English courses. Offered Annually.

ENG 370 Cr.3
Early American Literature
Study of selected authors and works by and about the geographical region of North America which becomes the United States and bordering countries. Development of a literary audience and tradition with roots in, but separating from, English literature. Emphasis upon literature written in English, with selected works from Native traditions and colonists other than English. Most readings pre-date the US Revolution. Prerequisites: three credits in 200 level English courses. Offered Fall.

ENG 371 Cr.3
Nineteenth Century American Literature
A foundational study of important writers, movements, and themes in 19th century American literature. American Romanticism, the cultural forces surrounding the Civil War era, industrialization, immigration, the rise of urban culture, expansion West, and other similar contexts may be developed to explore the literary styles and genres of the developing American literary sensibility. Prerequisites: three credits in 200 level English courses. Offered Spring.

ENG 372 Cr.3
American Literature After 1900
This course provides an introduction to some of the major 20th century writers and literary movements in the United States, in historical and cultural contexts. Historical currents and cultural movements will be primary emphases in text selection in order to familiarize students with literary developments such as Modernism and Post-modernism. Readings will be selected from major genres, including poetry, fiction, drama, and autobiography. Prerequisites: three credits in 200 level English courses. Offered Spring.

ENG 380 Cr.3
Literature of American Ethnic and Minority Cultures
Study of selected works representative of American ethnic and minority cultures, including American Indian, Chicano, and Jewish. Emphasis will vary according to the interests of students and the instructor. For the current content, consult the instructor or the department chairperson. Prerequisites: three credits in 200 level English courses. Offered Occasionally.

ENG 381 Cr.3
American Indian Literature
A study of a broad range of American Indian literature, both traditional and contemporary, in cultural and historical contexts. Prerequisites: three credits in 200 level English courses. Offered Annually.
ENG 382 Cr.3
Latinoc Literature in English
Study of representative works in original English or translation by writers of Mexican American, Cuban American, Puerto Rican, and other Latin American or Latin American origins, emphasizing the aesthetic dimensions of this literature as well as its historical roots and contemporary cultural contexts. Prerequisites: three credits in 200 level English courses. Offered Annually.

ENG 385 Cr.3
Women Authors
This course examines how women's literature reflects the causes and nature of women's places in society and their creation of alternative visions and strategies, with a focus on women's negotiation of established traditions of authorship. Primary readings will span literary periods and genres. Authors may include Sappho, Marie de France, Katherine Philips, Mary Astell, Mary Wollstonecraft, Mary Shelley, Charlotte Bronte, Phyllis Wheatley, Lillian Hellman, Djuna Barnes, George Eliot, Virginia Woolf, Angela Carter, Joyce Carol Oats, Toni Morrison, Zadie Smith. Prerequisites: three credits in 200 level English courses. Offered Every Third Semester.

ENG 400/500 Cr.1-3
Workshop
Projects involving trends and issues in composition, language, or literature related to various professional uses of English, with a central topic to be announced before each workshop. Repeatable for credit - maximum six. No more than three credits are applicable to an English major or minor. Prerequisite: junior standing. Offered Occasionally.

ENG 403 Cr.1-3
Individual Projects
Directed individual studies under the supervision of a department faculty member. Repeatable for credit - maximum three. Prerequisite: 12 credits and excellent grades in English courses. Consent of instructor. Offered Fall, Spring.

ENG 405 Cr.4
Teaching and Learning English in the Secondary School
This course will be integrated with a field experience. In the context of a real classroom, teacher candidates will learn how to plan for and assess student learning in English. With a focus on content knowledge, teacher candidates will plan a variety of meaningful learning experiences, assess student learning, and modify instruction to best support the individual learners in the classroom. The teacher candidate will design, enact, and assess activities that advance student understanding to more complex levels. Teacher candidates will gain experience in monitoring the obstacles and barriers that some students or groups of students face in school; candidates will learn how to design learning experiences to support all learners. Prerequisite: EDS 351; ENG 301. Offered Fall, Spring.

ENG 413 Cr.1-3
Writing Portfolio
A workshop course in which students assemble portfolios of their work, demonstrating their abilities as writers. English majors with an emphasis in rhetoric and writing and professional writing minors will be in the same section; however, writing minors, unless they elect the three credit option, will meet the class only one a week and will have a one credit work load. Prerequisite: senior standing. Offered Fall, Spring.

ENG 415 Cr.3
Topics in Critical Theory
This course advances a reflective understanding of the processes of reading, writing, and interpretation of literary and cultural artifacts. Students will gain an understanding of concepts and methodologies drawn from one or more fields of the humanities as they pertain to a specific issue or area of critical theory. Content varies with instructor. Repeatable for credit - maximum six. No more than three credits may be applied to an English major or minor. Prerequisites: three credits in 200 level English courses. Offered Alternate Years.

ENG 416 Cr.3
Seminar in Advanced Fiction Writing
The writing of fiction under the guidance of an experienced fiction writer. Classes will operate on the workshop model, with as many individual conferences between students and teacher as possible. The class will also include information about literary magazines, ideas about publishing, and visits from other fiction writers. Prerequisite: ENG 305. Consent of instructor. Offered Alternate Years.

ENG 417 Cr.3
Seminar in Advanced Poetry Writing
An advanced seminar in writing poetry with an experienced poet. Emphasis on the creative process, poetics, revision. Workshop format and individual tutorial meetings with poet. The class will also include information about literary magazines, ideas about publishing, and visits from other poets. Prerequisite: ENG 305. Consent of instructor. Offered Alternate Years.

ENG 433 Cr.3
Introduction to Teaching Writing
Introduces students to histories, theories, and practices that will enable them to make effective choices as teachers of writing. Areas of study include a brief history of writing instruction in US schools, including an overview of influential theories; the development and implementation of writing assignments; and theories and best practices for responding to student writing. Students engage these issues both as writers and as future teachers. This specific preparation to teach writing builds on students' disciplinary knowledge and more general courses in education theory and practice. Prerequisite: senior standing; English major and minor plans must have six credits in 300 level English courses. Offered Fall.

ENG 434 Cr.3
Chinese Discourse
This course compares and contrasts discourse in China to that in the West. It examines the culturally similar and crucially different ways of creating, elaborating, and presenting the writer's ideas. Introducing the students to a culture at once similar to and different from their own, the course activates the students' implicit knowledge of their own cultural/discursive heritages and supplements that knowledge when necessary. Readings for this class include ancient and modern Chinese philosophical essays, literary works, and writings on both Chinese calligraphy and paintings in relation to Chinese thinking. All texts used are in English. Prerequisite: three credits in 200 level English courses. Offered Alternate Years.

ENG 439 Cr.3
Topics in Linguistics
Study of linguistics topics of special interest. Topics reflect the research interests of instructors and new developments in the discipline. For current content, consult the instructor or the English Department. Repeatable for credit - maximum three. Only three credits may be applied to an English major or minor. Prerequisite: ENG 110 or ENG 112; sophomore standing. Offered Occasionally.
ENG 445 Cr.3

Literature and Environmental Action
A study of literature of many genres written by nature and environmentalist writers, both traditional and contemporary, all serving as models for students' essays and projects. Prerequisite: three credits in 200 level English courses. Offered Alternate Years.

ENG 446 Cr.3

Forms of Fiction
An investigation of traditional and contemporary narrative forms and some problems involved in writing within them. Students will be invited to write fictions of various kinds and find solutions to specific writing problems. Each student will present a seminar paper on aspects of narrative form in the work of a representative writer. Prerequisite: ENG 305. Offered Alternate Years.

ENG 449 Cr.3

Forms of Poetry
An investigation of traditional and contemporary forms of poetry. Students will be asked to write poems in various forms. In addition, each student will present a seminar paper on aspects of form in the work of an established poet. Prerequisite: ENG 305. Offered Alternate Years.

ENG 450 Cr.2-6

English Internship
An internship of the English Department to offer its majors and minors opportunities to learn, on the job, how to apply language skills acquired from course work. Students can select jobs or field experiences related to writing and communication skills. These experiences could be with government agencies, business firms, and industry or community agencies locally or throughout the U.S. While many internships are remunerative, not all are necessarily so. Only jobs and experiences approved by an adviser in the English Department and the department chairperson are acceptable for credit. Students interning will be expected to make regular reports to their English adviser and to comply with any course arrangements that the adviser should deem suitable. Applies only to rhetoric/writing emphasis of the English major and to the professional writing minor. Repeatable for credit - maximum six. Prerequisite: junior standing; consent of adviser; a cumulative GPA of 2.50 required. Consent of instructor. Pass/Fail grading. Offered Fall, Spring.

ENG 452 Cr.3

Professional Writing Practicum
This course is designed as a practicum for the professional writing minor. Students will participate in a practicum and also in one course meeting a week. In addition to offering workplace writing experience, this course will cover issues of professionalism, legalities of writing for an organization, discussions of various participant experiences/learned knowledge, and it will end with the completion of a portfolio. Prerequisite: ENG 110 or ENG 112; junior standing. Offered Fall, Spring.

ENG 463 Cr.3

Chaucer
Careful study of the "Canterbury Tales" and selected other poems. Some attention to language and pronunciation. Prerequisite: three credits in 200 level English courses. Offered Occasionally.

ENG 464 Cr.3

Milton
Poetry and selected prose. Emphasis on "Paradise Lost." Some attention given to Milton's life and times. Prerequisite: three credits in 200 level English courses. Offered Occasionally.

ENG 466 Cr.3

British Romanticism (1770-1830)
This course examines the works of many British writers, as they broke free from the tenets of the Enlightenment on their individual paths to self-expression. Romantic writers pursued several literary genres (essays, poems, novels, personal narrative, memoir) as texts to explore the concerns of all individuals in society. Works by Anna Barbauld, Mary Robinson, Mary Wollstonecraft, William Blake, Charlotte Smith, William Wordsworth, Dorothy Wordsworth, Samuel Coleridge, Thomas Dequincey, Charles Lamb, John Keats, Percy Shelley, Mary Shelley, and others are studied. Prerequisite: three credits in 200 level English courses. Offered Occasionally.

ENG 467 Cr.3

Victorian Poets
Browning, Tennyson, the Pre-Raphaelites, and others. Prerequisite: three credits in 200 level English courses. Offered Occasionally.

ENG 469 Cr.3

Post-Colonial Anglophone Literatures
The course surveys important works (poetry, fiction, non-fiction, drama, autobiography) of literature of Anglophone writers in a selection of the formerly colonized countries of the British Empire. The course examines literary texts within their historical contexts. Prerequisite: three credits in 200 level English courses. Offered Occasionally.

ENG 470 Cr.3

Seminar in American Literature
A seminar in American literature, chosen from 17th century to the present, including American colonial culture and not strictly bounded by the borders of present-day United States; advanced study of author(s), works, genres and sub-genres, techniques and styles, theme or setting, and more. With change in emphasis and instructor, the seminar could present an historical development or an intense focus on a particular subject. Students are expected to engage in extensive independent reading and research, as well as presentation of research findings to class and moderating further discussion. Repeatable for credit - maximum six. No more than three credits may be applied to an English major or minor. Prerequisite: ENG 301. Offered Occasionally.

ENG 471 Cr.3

American Romanticism
Selected authors and works of Revolutionary, Federal, and Pre-Civil War America, Romanticism describes a form and ideology continuing within the mainstream of American literature. Reading of "classic" writers like Washington Irving, Louisa May Alcott, Henry Wadsworth Longfellow, Edgar Allan Poe, and Nathaniel Hawthorne is complemented by writers dissenting from literary culture such as Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Margaret Fuller, Frederick Douglass, Emily Dickinson, and Walt Whitman, as well as writers of the southern and western states. Prerequisite: ENG 301. Offered Occasionally.
**American Realism**
Selected reading of authors and works of regions of the United States, to show Realism exists in variety as popular literature, primarily prose fiction and social commentary. Realism presumes diversity and multicultural literature, and its narrative technique requires readers to participate in creating and concluding “meaning. Prerequisite: ENG 301. Offered Occasionally.

**Fiction and Nonfiction of Richard Wright**
A study of Richard Wright’s fiction and nonfiction: illustrative of his versatility as a literary artist and of his aesthetic and intellectual leadership among African-American authors after the Harlem Renaissance. Prerequisite: three credits in 200 level English courses. ENG 210 or ENG 215 recommended. Offered Occasionally.

**African American Essay and Short Story**

**20th Century African American Novels**
A study of significant novels written by preeminent twentieth-century African American writers, including DuBois, Toomer, Wright, Ellison, Baraka, and Morrison. Prerequisite: three credits in 200 level English courses. Offered Occasionally.

**Seminar in Literature and Culture**
Advanced study of literature within a focused cultural context. Emphases might include literatures of particular ethnic cultures; transnational or regional literatures; literatures of identity; and cultural studies approaches to other literary topics. Focus will vary with instructor. Repeatable for credit - maximum six. No more than three credits may be applied to an English major or minor. Prerequisite: ENG 301. Offered Occasionally.

**Advanced Study of Women’s Literature**
A required course for senior English majors with literature emphasis. Readings representative of contemporary approaches to literary studies. (Students will formulate and develop an appropriate issue relating the course readings to material encountered in a prior or concurrent 400-level course and carry out independent research on the topic, culminating in a long paper.) Students will build a research community through proposals, presentations and discussions of their work for the course. Typically taken in the final semester of course work. Prerequisite: senior standing; completion of all 300-level courses; concurrent enrollment in one course from major category IIIA designated as seminar or permission from department to substitute other 400-level course work for the research paper. Offered Spring.

**Advanced Topics in Literature**
Advanced study of literary topics of special interest. Topics reflect the research interests of instructors and new developments in the discipline. For current content, consult the instructor or the English Department. Consult department for application to the English major or minor. Repeatable for credit - maximum six. Only three credits may be applied to an English major or minor. Prerequisite: three credits in 200 level English courses. ENG 301 required for English majors, recommended for all others. Offered Occasionally.

**Advanced Study of Major Authors**
Study beyond the survey or period level in the works of some English or American author or authors. Repeatable for credit - maximum six. Only three credits may be applied to an English major or minor. Prerequisite: three credits in 200 level English courses. Offered Occasionally.

**Seminar in Rhetoric and Writing Studies**
A seminar for advanced study in rhetoric and composition. Topics will vary according to the instructor. For the current content, consult instructor or department chair. Repeatable for credit - maximum six. No more than three credits may be applied to an English major or minor. Prerequisite: ENG 333; junior standing. Offered Fall, Spring.

**English as a Second Language (ESL) - Courses**
+ next to a course number indicates a general education course

**Courses**

**ESL 100 Cr.4**
**ESL Speaking**
This course provides opportunities for students to practice speaking English in structured and semi-structured situations. Special attention is given to a limited set of functions (such as requesting, apologizing and complaining). Pronunciation work focuses on basic regularities of English pronunciation. Repeatable for credit - maximum eight. Prerequisite: non-native speakers of English and appropriate score on ESL placement test. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Pass/ Fail grading. Offered Fall, Spring, Summer.
ESL 101 Cr.4  
**ESL Reading**  
Focus is on comprehension of reading passages with time limits and with understanding of main and supporting ideas. Students increase their passive vocabularies through the study of word formation and by learning to use an English-English dictionary. Reading skills such as skimming, scanning, prediction, use of context clues and recognizing thought groups are also stressed. Repeatable for credit - maximum eight. Prerequisite: non-native speakers of English and appropriate score on ESL placement test. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 102 Cr.4  
**ESL Writing/Grammar**  
Focus is on the basics of writing: spelling, punctuation, paragraphing and simple organizational patterns. Writing includes controlled exercises and some free writing. Repeatable for credit - maximum eight. Prerequisite: non-native speakers of English and appropriate score on ESL placement test. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 103 Cr.4  
**ESL Listening**  
This course gives students practice in understanding samples of spoken English of limited length and complexity and prepares students to understand segments of natural conversation on a variety of topics. Special attention is given to the various phonetic shapes that words can have. Repeatable for credit - maximum eight. Prerequisite: non-native speakers of English and appropriate score on ESL placement test. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 110 Cr.4  
**ESL Speaking**  
This course provides opportunities for students to prepare and give speeches/oral presentations. Students also gain a greater ability to use informal, conversational English. Special attention is given to language function, pronunciation, and intonation. Repeatable for credit - maximum eight. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 100. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 111 Cr.4  
**ESL Reading**  
This course provides opportunities for students to develop their reading skills in meaningful ways, enabling them to use academic texts outside of class successfully. Focus will be on reading skills such as summarizing, paraphrasing, skimming, scanning, making inferences, and distinguishing between different purposes for reading. Repeatable for credit - maximum eight. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 101. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 112 Cr.4  
**ESL Writing/Grammar**  
Focus is on improving students' ability to write convincing English paragraphs and essays with greater fluency. The basics of writing are reviewed. Repeatable for credit - maximum eight. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 102. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 113 Cr.4  
**ESL Listening**  
This course introduces students to English used in an educational context. Emphasis is on note taking by listening to short lectures. Conversational English listening skills are also studied including topics such as guessing meaning from context, stressed words, and understanding fast English. Repeatable for credit - maximum eight. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 103. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 150 Cr.4  
**ESL Speaking/Listening**  
Special attention is given to communication strategies - developing ways to communicate when pronunciation or vocabulary limitations make communication difficult. Prepares students for academic lectures by introducing standard forms of organization and common transition signals used in America. Pronunciation work emphasizes stress and intonation and problems of individual students. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 110. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 151 Cr.4  
**ESL Reading**  
Focus is on drawing inferences from a reading, recognizing paraphrase, identifying the author's point of view, and using knowledge of the structure of readings to aid comprehension. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 111. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 152 Cr.4  
**ESL Writing/Grammar**  
Focus is on a variety of organizational patterns, with review of the basics of writing. Students are introduced to elements of the writing process, including prewriting, revision and editing. Reviews and adds to students' skills of basic structures, emphasizing increasingly complex structures, with attention to form, meaning and use. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 112. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.
ESL 153 Cr.4

U.S. Culture Today
This course gives students an understanding of the United States from practical and sociological perspectives. Reading, writing, listening, and speaking activities focus on information about daily life, values, beliefs, and social problems. Prerequisite: non-native speakers of English and/or appropriate score on ESL placement test and/or successful completion of ESL 113. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 155 Cr.1-16

Special Topics in ESL
These courses are designed for special or contract groups in need of intensive English for non-academic purposes. Listening, reading, speaking, writing and cultural activities will be stressed, according to group needs. Each program-design could be for 1-16 institute credits - according to contractual agreements and amount of intensive English required. Prerequisite: non-native speakers of English and/or appropriate score on ESL placement test. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 200 Cr.4

ESL Speaking/Listening
Emphasis is on the use of English in academic settings as well as in conversation. Course concentrates on lecture comprehension, with special attention to note-taking, recognizing main ideas and support and determining the attitude of the speaker toward the subject. Students also work on comprehension of complex information presented in non-lecture format, as in the dynamics of small-group discussion. Pronunciation focuses on individual needs of students. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 150. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 201 Cr.4

ESL Reading
Emphasis is on reading for academic purposes. Students work on comprehension of academic reading selections, as well as challenging non-academic material. Students work on tone and distinguishing fact from opinion. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 151. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 202 Cr.4

ESL Writing/Grammar
Emphasis is on writing as a process of thinking, planning, writing and rewriting. Increased emphasis is placed on writing for academic purposes. Reviews and adds to students’ repertoire of structures with increased emphasis on the verb phrase and on control of grammar in writing. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 152. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 203 Cr.4

ESL Lecture/Note Taking
This course is designed to prepare students for college-level listening challenges. Students are introduced to a variety of academic lectures via different media. Students learn strategies for effective note-taking. Prerequisites: non-native speakers of English and appropriate score on ESL placement test, and/or successful completion of ESL 153. (Transcript credit only. Does not count toward graduation. Performance at 80% is required for a grade of pass.) Offered Fall, Spring, Summer.

+ESL 250 Cr.4

ESL Speaking
Focus is on strategies and techniques for success in academic classes, including formal and informal oral discourse patterns needed for American classes. Prerequisite: non-native speakers of English and/or appropriate score on ESL placement test and/or successful completion of ESL 200. Offered Fall, Spring, Summer.

+ESL 251 Cr.4

U.S. Culture and Film
Focus is on development of listening, speaking, reading and cultural understanding through the medium of American movies, television and related articles. Prerequisite: non-native speakers of English and/or appropriate score on ESL placement test. Offered Spring.

+ESL 252 Cr.4

ESL Writing/Grammar
Focus is on skills needed at every stage of the writing process: finding a topic, determining an approach to the topic, assessing the audience, planning and drafting a coherent composition, revising and editing. Students learn to adapt their writing to the American audience and topic and to look at their own writing critically. Prerequisite: non-native speakers of English and/or appropriate score on ESL placement test and/or successful completion of ESL 202. Offered Fall, Spring, Summer.

+ESL 253 Cr.4

ESL Research paper
This course is designed to prepare students for college-level reading and writing challenges. It introduces students to the kind of writing that they are likely to encounter throughout their college career - summarizing, paraphrasing, critiquing, and synthesizing. The course reviews the process of research-gathering materials, selecting sources, and arranging information. Students will learn how to use and cite sources. Drafting, revising, and proofreading skills will be developed. Prerequisite: non-native speakers of English and appropriate score on the ESL placement test and/or successful completion of ESL 202. Offered Fall, Spring, Summer.

ESL 255 Cr.1-16

Special Topics in ESL
Focus for these content-based courses in ESL is on strategies and techniques for success in academic classes, including vocabulary development, lecture comprehension, textbook reading, note and test-taking. Topics may vary by semester and may be offered as adjunct courses to those in the regular university curriculum. Repeatable for credit - maximum 16. Prerequisite: non-native speakers of English and/or appropriate score on ESL placement test. Offered Fall, Spring, Summer.

Environmental Studies (ENV) - Courses

+ next to a course number indicates a general education course
**Courses**

+ENV 201 Cr.3

**Introduction to Environmental Studies**
An interdisciplinary, introductory seminar which will explore current environmental issues from a variety of perspectives (scientific, historical, and social) and disciplines (natural sciences, social sciences, and humanities). Attitudes toward the natural world and approaches to public and private decision-making will also be examined. Some field trips will be used to examine local and regional practices and issues. Offered Fall, Spring.

ENV 301 Cr.3

**Environmental Sustainability**
What can we do as individuals and as a society to meet our own needs without harming future generations? This seminar course approaches sustainability as a way of asking better questions, drawing from many academic disciplines and practical experiences. Students will discuss environmental sustainability for multiple scales, including personal lifestyles, organizations, businesses, and public infrastructure systems. Prerequisite: ENV 201. Offered Annually.

ENV 303 Cr.3

**Issues in Environmental Studies**
This fully interdisciplinary seminar provides the opportunity to gain understanding of the scientific, historical, and ethical issues in ecological literacy and environmental responsibility by focusing on a specific environmental concern. Selected environmental issues with a specific focus will be offered. Examples are forestry, ground water, air pollution, ozone depletion, sustainable agriculture, overpopulation. Each offering will have a specific title according to the topic. Repeatable for credit - maximum six. Prerequisite: ENV 201. Offered Fall, Spring.

ENV 450 Cr.1-3

**Internship in Environmental Studies**
Direct work experience with an agency or organization that deals with environmental issues or problems from an interdisciplinary perspective. The student works under supervision of both faculty adviser and agency staff member. Examples of sites include governmental agencies, advocacy groups, environmental education centers, alternative technologies companies, and environmental compliance divisions of corporations. All internships must be approved in the semester prior to the semester that the internship occurs. Repeatable for credit - maximum three. Prerequisite: ENV 201; declared environmental studies minor; junior standing. Consent of environmental studies director. Consent of department. Offered Fall, Spring, Summer.

ENV 496 Cr.3

**Integrative Seminar in Environmental Studies**
This capstone course, offered in seminar style, will focus on research and responsible environmental action. It will discuss, review, and assess course work done in the environmental studies minor. Students will evaluate previous course work and design and conduct research projects or other environmental projects/activities. This seminar will be oriented toward integration of various aspects of the minor, within the context of a bioregional emphasis, a focus on environmental issues on campus, and a component aimed at environmental action. Prerequisite: ENV 201; ENV 303; six credits from the list of supporting courses. Offered Fall.

ENV 499 Cr.1-3

**Independent Study in Environmental Studies**
Under supervision of instructor, individualized study in environmental studies on issues/topics not available in existing courses. All independent studies must be approved in the semester prior to the semester that the independent study occurs. Repeatable for credit - maximum three. Prerequisite: ENV 201; declared environmental studies minor. Consent of environmental studies director. Consent of department. Offered Fall, Winter, Spring, Summer.

**Ethnic and Racial Studies (ERS) - Courses**

+ next to a course number indicates a general education course

**Courses**

+ERS 100 Cr.3

**Introduction to Ethnic and Racial Studies**
An examination of the persistence of minority and ethnic problems in the United States and consideration of the contributions, parallels, similarities, and differences between and among ethnic and minority groups. Offered Fall, Winter, Spring, Summer.

+ENG/ERS 207 Cr.3

**Multicultural Literature of the United States**
This course examines cultural themes in American literature in an effort to enhance student awareness of the multi-ethnic nature of American culture. Students engage in close reading, discussion, analysis, and interpretation of texts written by individuals from a variety of American ethnic and cultural backgrounds. Content varies with instructors. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. (Cross-listed with ENG/ERS; may only earn credit in one department.) Offered Fall, Spring.

+ENG/ERS 210 Cr.3

**Literature of Black America**
Survey and exploration of Black American prose and poetry from their eighteenth century beginnings to the end of the Harlem Renaissance and the depression years. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. (Cross-listed with ENG/ERS; may only earn credit in one department.) Offered Fall.

+ENG/ERS 215 Cr.3

**African American Authors**
A study of the principal post-depression (1940 to present) African American authors, critics, and scholars which clarifies the relationship between these writers and the general field of American literature and which illustrates their unique contributions as representatives of African American culture. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. (Cross-listed with ENG/ERS; may only earn credit in one department.) Offered Spring.

+ERS 220 Cr.3

**Introduction to Ethnic and Racial Stereotypes in the Media**
This course will trace how popular entertainment mediums such as film, television, books, comics, “wild west shows,” music and cartoons have impacted perceptions of ethnic and racial groups from the early seventeenth century to the present. Besides analyzing the persuasive power of these types of mediums, it will examine why such representations were created and why they still persist. The mythopoetic image that surrounds American Indians, African Americans, Asian Americans, Hispanics, and other minority groups will be juxtaposed against the historical reality that these groups have faced and the contemporary inequalities that we still must confront. Prerequisite: ERS 100. Offered Fall, Spring.
ERS 253 Cr.3
Introduction to Wisconsin Indians
An introductory examination of Wisconsin Indians with specific reference to the Ho-Chunk, Menominee, Ojibwa, Oneida, Potawatomi, and the Stockbridge-Munsee communities. An interdisciplinary approach will be used to explore topics including sovereignty, land use and environmental issues, education, economic development, social issues and challenges, and tribal identity. The course also will explore each tribe’s responses to both state and federal governments. Offered Fall, Spring.

ERS 300 Cr.1-3
Topics and Symposium in Minority Studies
Topics selected by the individual instructor or by the students and instructor together. Special interest of both the instructor and students such as Black drama or Native American art, or other areas of concern which are either not covered or briefly dealt with in formal course work may be the vehicles for this offering. Repeatable for credit - maximum six. Offered Occasionally.

ERS 309 Cr.3
Music of Black America
This course examines the history of recorded Black musical expression in the United States through music, lyrics, and texts. It explores the role of spirituals, blues, ragtime, jazz, calypso & mento, gospel, rhythm & blues, funk, reggae, house, and rap music from slavery through the Obama era as a conveyor of social, cultural, and political commentary on race, gender, class, sexual orientation and other intersecting identities with an emphasis on race. Literary criticism, music history, critical race theory will be used to understand the importance of music as an expression of power and relative powerlessness to the black experience in the US. Lect. 2, Lab 1. Prerequisite: ERS 100. Offered Fall.

ERS 314 Cr.3
Race, Ethnicity, and Sport
Sport has long occupied a place at the heart of American culture and society. Organized athletics have also served as symbolic sites of protest, power, and inclusion for the nation's racial minorities. This course will explore the terrain of American sport in the twentieth century as a way to understand the profound impact that the phenomenon of athletic competition has had in the development of American race relations. With particular attention to the experiences of African American athletes, but also encompassing Native American, Latino/a, and Asian American interactions with sport, and will delve into the events, icons, and cultural meanings of sports over the last century. Prerequisite: ERS 100. Offered Occasionally.

ERS/PHL 321 Cr.3
American Indian Thought
Reflection on the Native American ways of thinking as manifest in the literature of various select tribes, on the essential characteristics of thinking commonly shared by Native Americans, and on the fundamental difference between the Native American ways of thinking and those of the dominant (white) culture. The "primordial world" of Native American thought will be studied as an alternative to the western way of thinking. Prerequisite: ERS 100. (Cross-listed with ERS/PHL 321; may only earn credit in one department.) Offered Occasionally.

ERS 325 Cr.3
Exploring White Privilege
This inter-disciplinary course is an exploration of white privilege in contemporary American society. Considering whiteness as both race and power-based system, this course attempts deeper understanding of the persistence of racism and its impact on all segments of society. Questions of denial and resistance, collaboration in systems of privilege, and personal and intellectual responses to those explorations highlight how privilege influences human interaction. The distribution of privilege within American society at personal, institutional, and cultural levels, as well as how whiteness operates within social constructs of class and gender, will be analyzed. Students ultimately develop strategies for confronting racism. Prerequisite: ERS 100. Offered Occasionally.

ERS 330 Cr.3
Food and Race in the United States
This course is an interdisciplinary examination of the relationship between food and American identity and racial stratification in the United States. The study of food gives insight into immigration technology, religion, tradition and politics. Particular emphasis will be placed on understanding how various groups use food to maintain racial and ethnic boundaries. Prerequisite: ERS 100. Offered Occasionally.

ERS/SOC 342 Cr.3
Latino/a Experiences in the U.S.
This course offers a sociological analysis of the experiences of Latino/a populations in the United States. Topics covered include legal status and citizenship; push and pull factors of immigration; political participation and social movements; assimilation and acculturation; health concerns and educational outcomes; and identity formation around issues of social class, sex and gender, and race/ethnicity. Emphasis is placed on understanding the complexities of the Latino/a experience in the United States as well as mastering sociological concepts related to processes of immigration and assimilation. This course will be useful for students planning to enter human services where they are likely to interact with this population. Prerequisite: SOC 110 or SOC 120 or ANT 101. (Cross-listed with ERS/SOC, may only earn credit in one department.) Offered Alternate Years.

ERS/SOC 343 Cr.3
American Indian Contemporary Issues
This course is an interdisciplinary examination of American Indian contemporary experience in the United States. It will introduce students to some of the critical issues in American Indian studies by examining the place of American Indians within the American imagination, politics and society. The course concentrates on issues of tribal sovereignty, economics, social class and structure, and the difficulties of maintaining a tribal identity in the 21st century. Prerequisite: one of the following: EFN 205, ERS 100, ERS 253, HIS 310, SOC 225, or WGS 130. (Cross-listed with ERS/SOC; may only earn credit in one department.) Offered Fall.

ERS 351 Cr.3
Ethnic and Racial Relations
An introductory course that examines leading theories of racial and ethnic relations in the United States and assesses their significance and relevance in explaining historic and contemporary relations between the white majority and the racial and ethnic minorities. It also analyzes and evaluates the impact of various laws, policies, and programs on racial and ethnic relations. Prerequisite: ERS 100. Offered Fall, Spring.
+ANT/ERS 362 Cr.3

Hmong Americans
This is an introductory course to Hmong American history, culture, and contemporary life. The course reviews Hmong history within the context of U.S. foreign policy in Southeast Asia from 1945 to 1975 and examines the sociocultural transformations that have been taking place in Hmong American communities across the U.S. since 1976. Prerequisite: (Cross-listed with ANT/ERS; may only earn credit in one department.) Offered Occasionally.

ERS/SOC 363 Cr.3

American Indians and the Environment
This course introduces students to American Indian environmental issues. Topics include treaty-based hunting, fishing and gathering rights, air and water quality regulatory authority, environmental racism, toxic and nuclear waste disposal on Indian lands, mining and hydroelectric dams, sacred sites, and Indian vs. Western perceptions of the environment. Special attention will be given to current environmental controversies in Wisconsin Indian country. Prerequisite: one of the following: EFN 205; ERS 100, ERS 253; ERS/SOC 343; SOC 225, SOC 328. (Cross-listed with ERS/SOC; may only earn credit in one department.) Offered Occasionally.

ERS 365 Cr.3

Muslims in the United States
What is the history of Islam in the United States? Who makes up the Muslim American community, past and present? What does it mean to be Muslim in the US? Using an interdisciplinary approach, this course explores the multiple racial, ethnic, cultural, and national groups that make up this diverse community. The course begins by chronicling the introduction of Islam to the country, namely through travel, slavery, immigration and conversion. The course then investigates how the events of 9/11 and the subsequent “war on terror” impact Muslim Americans. Building upon this theoretical foundation, we examine key experiential themes, including media stereotyping, Islamophobia, gender, Muslim youth, cultural pluralism, and progressivism. Students ultimately relate theories of race and religion to the Muslim American experience. Prerequisite: ERS 100. Offered Occasionally.

ERS 369 Cr.3

Multiracial and Multicultural Identities
This interdisciplinary course explores the experiences and identities of multiracial and multicultural people in the United States. An increasing number of people identify as multiracial, including those coming of age at a time when more than one racial/ethnic identity may be checked on the census. Transracial adoptees are sharing stories of what it means to be raised by parents who do not "look like them." Immigrants and their descendants are openly maintaining practices of ancestral cultures while simultaneously acculturating to "mainstream America." Multiracial and multicultural Americans are gaining visibility in the 21st century like never before. Questions of interracial relationships, globalization and immigration dynamics, identity construction, transnationality, and belonging will be addressed. Students will ultimately engage contemporary discussions, debates, and narratives to analyze the past, present, and future spaces occupied by multiracial and multicultural identities in the US, and to locate self-identities within that discussion. Prerequisite: ERS 100. Offered Occasionally.

ERS 400/500 Cr.1-3

Individual Study in Ethnic and Racial Studies
Directed reading and research under the supervision of an instructor. Repeatable for credit - maximum six. Prerequisite: junior standing. Consent of instructor. Offered Fall, Spring.

ERS/HIS 409 Cr.3

20th Century Civil Rights Movement
This course explores the modern civil rights movement in the US and the struggle for African Americans and other marginalized groups to gain equal rights in voting, education, employment, housing, and other facets of life in the US. It begins with the MDOWM and examines the seemingly competing philosophies of civil rights organizations such as CORE, SNCC, SCLC, BPP, AIM, SDS and other civil rights leaders, and local people in shaping their own destinies. It highlights and interrogates major national and local political struggles and their reciprocal relationships with international political and anti-colonial movements from 1941 to the present. It concludes with exploring the link between convict leasing, prison reform movements, political prisoners, and the prison industrial complex as the New Jim Crow. Prerequisite: ERS 100. (Cross-listed with ERS/HIS; may only earn credit in one department.) Offered Fall.

ERS 410/510 Cr.3

Contemporary Issues in Minority Cultures
An introduction to ethnic minority groups in the United States today emphasizing the historical antecedents of contemporary issues with particular attention to the problems of ethnic groups and educational institutions. Prerequisite: junior standing. Offered Occasionally.

ERS/HIS 411 Cr.3

20th Century African American Urban History
This course will explore the interrelationships between race, class, and gender among blacks in the twentieth century American city. Throughout the semester we will interrogate the confluence and the divergence of the myths and the realities of the black urban political, social, and cultural experience in the United States. The course begins in the American South in 1900, where the majority of blacks continued to live, and follows the migration of over two million African Americans to the northern and western United States in the years between World War I and World War II. The course continues with the black community-building process and the black urban struggle for political, economic, and cultural self-determination. While blacks in the South played an enormous role in the Civil Rights Movement, this course will include focus on the Civil Rights and Black Power Movement in the Urban North and West, and conclude with examinations of the rise of the so-called second ghettos. Prerequisite: ERS 100. (Cross-listed with ERS/HIS; may only earn credit in one department.) Offered Fall.

ERS/PSY 415 Cr.3

Multicultural Counseling
This course focuses on the effects of culture on the nature and behavior of individuals, their adaptations to institutions and environments, and their relationships within and outside their culture. Specifically, the impact of concepts such as ethnocentrism, stereotypes, racism and prejudice are explored in terms of their relevance to the counseling process. Counseling strategies and skills relevant to providing effective multicultural counseling are investigated. Prerequisite: PSY 100, PSY 204. (Cross-listed with ERS/PSY; may only earn credit in one department.) Offered Annually.

ERS/PSY 442 Cr.3

Racism and Oppression
This course focuses on psychological theory and research regarding individual, group, historical, institutional, and societal causes of racism and oppression. The manifestations and consequences of racism and oppression are examined as are the challenges inherent in reducing racism and oppression. Both historical and contemporary racism and oppression in a global context are analyzed. Prerequisite: ERS 100 or PSY 241 or PSY 285 or SOC 330; junior standing. Students with credit in ERS/PSY 443 cannot earn credit in ERS/PSY 442. (Cross-listed with ERS/PSY; may only earn credit in one department.) Offered Occasionally.
ERS/PSY 443 Cr.3
Prejudice and Stigma
This course explores the psychological underpinnings of prejudice and stigma from an empirical, research-based perspective. In addition to covering well-recognized forms of prejudice such as racism, the course examines discrimination more broadly in terms of its impact on those who stigmatize and those who are stigmatized. Prerequisite: PSY 100; PSY 241 or SOC 330; PSY 321 or PSY 331. Students with credit in ERS/PSY 442 may not earn credit in ERS/PSY 443. (Cross-listed with ERS/PSY; may only earn credit in one department.) Offered Occasionally.

ERS 490 Cr.3
Ethnic and Racial Studies Seminar
This capstone course is designed as a culminating experience for students completing a minor in ethnic and racial studies. Students will complete their ERS portfolios containing samples of all courses taken for the minor. In addition, students will be required to write a reflective essay that reviews the course materials in the portfolios. Students will also write a seminar research paper which analyzes some aspect of ethnic and racial experience in the United States. Prerequisite: ERS 100; 12 credits from core and elective courses; declared ethnic and racial studies minor. Offered Fall, Spring.

Exercise and Sport Science (ESS) - Courses

+ next to a course number indicates a general education course

Courses

ESS 100 Cr.1
Physical Activities
A program of instruction to enhance participation in physical activities throughout one’s lifetime. The primary emphasis for specific activities may include acquiring knowledge base, learning new skills and/or refining skills, developing components of health-related fitness, enhancing affective skills. Repeatable for credit. Pass/Fail grading. Offered Fall, Spring.

+ESS 104 Cr.2
Dance Appreciation
This course attempts to develop an awareness and appreciation of the role of dance in human society through the study of its purposes, functions and various forms. Offered Fall, Spring.

ESS 110 Cr.2
Introduction to Sport Management
This course exposes students to the profession of sport management. The course provides a broad overview of the sport industry, covers fundamental knowledge and skill sets of the sport manager, and provides students with information on specific sport industry segments for potential employment and career choices. Offered Fall, Spring.

ESS 112 Cr.4
Fundamentals of Movement
This course is designed to provide an understanding of the development of fundamental movement skills and movement concepts related to the elementary physical education student. Emphasis is placed on attaining knowledge of developmentally appropriate practices for the elementary physical education student. This course includes fundamental movements, educational games, and educational dance. Offered Fall, Spring.

ESS 113 Cr.1
Basic Swimming
This course is open to exercise and sport science majors and minors only. Emphasis is placed on the improvement of the individual student’s swimming skill. Course content ranges from the non-swimmer level through American Red Cross intermediate skill level. Physical education teaching majors and minors are required to enroll in ESS 113 unless they hold one of the following American Red Cross certifications: Water Safety Instructor or Lifeguard Training. Offered Occasionally.

ESS 115 Cr.2
Orientation to Exercise and Sport Science
This course is designed to introduce the exercise and sport science major, to introduce the profession of exercise and sport science, and to give insight into the many diverse careers that can result from studying the discipline. Background knowledge of the foundations of the profession and the selection of a career path that reflects personal interests and abilities will be the focus. Offered Fall, Spring.

ESS 116 Cr.2
Water Safety Instruction
This course is designed to cover the basic components for certification by the ARC including infant and preschool, Longfellow’s Whale Tales, progressive instruction, safety training for swim coaches and basic and emergency water safety. Upon successful completion of this course the student will be certified to instruct aquatics by the American Red Cross. Offered Fall.

ESS 117 Cr.2
Health Related Fitness Activities in PE
This course is designed to help students start to understand health-related fitness self-efficacy promotion through lifetime physical activity applications. Students will focus on exercise prescription design and goal setting strategies linked to skill development in fitness related activities. This activity-based course will focus on fitness principle applications as they relate to cardiovascular, muscular strength and endurance, flexibility, and body composition activities. Pedagogical strategies and the Personalized System of Instruction model will be introduced for health related fitness activity integration. Lect. 1, Lab 2. Offered Fall, Spring.

ESS 118 Cr.2
Introduction to Physical Education Teaching Profession
This course is designed to introduce students to the physical education teaching profession. The course presents the role that physical education plays in the overall development and education of children. Students focus on learning national standards and guidelines related to the physical education teacher profession. Emphasis is on developing the ability to describe, discuss and reflect upon issues in the physical education teaching profession, including student characteristics, teacher responsibilities, professional vocabulary and concepts, advocacy, current issues, and historical factors. Offered Fall, Spring.

ESS 121 Cr.2
Adventure Theory for Physical Educators
This course presents the concepts of adventure education including cooperative and initiative games. The students will learn to use and implement a ropes course as a classroom for different age groups and diverse populations, especially as applied to physical education programs. Much of the emphasis of the adventure theory will be introducing the teaching and methodology of adventure education. This course introduces undergraduate students to teaching adventure education in elementary and secondary physical education programs in the schools. Offered Fall, Spring.
ESS 130 Cr.1
Officiating Athletics
Provides a general background of the rules, interpretations and mechanics of officiating athletic events at various levels of competition. Knowledge in this area may lead to WIAA certification in the following sports: basketball, baseball, football, gymnastics, swimming, track and field, volleyball, and wrestling. Repeatable for credit - maximum eight. Lab 2. Offered Occasionally.

ESS 145 Cr.2
Sport Management and Communication
This course will cover fundamental knowledge of sport-related communication, including sport information as found in print and electronic media, personal communication, and social media. Sport management trends and issues include media, legal and sociological issues, crisis management, and employment options in sport communication. Offered Fall, Spring.

ESS 181 Cr.3
Introduction to Sports Medicine
An introductory course designed to provide insight into the areas of sports medicine. Fundamental emergency care procedures and wrapping/taping techniques are taught. Students are exposed to athletic training room procedures, accident forms, maintenance of equipment and use of athletic training materials. Enrollment in the course is dependent on an application/selection process. See requirements for athletic training major. Prerequisite: admission to athletic training major. Consent of instructor. Offered Fall.

ESS 182 Cr.3
Prevention and Emergency Care for Athletic Trainers
This course is designed to provide knowledge and experience in prevention and emergency care procedures. Students will learn emergency care procedures through mock practice. They will be exposed to advanced taping techniques, equipment selection and fitting, spineboarding, and receive certification in CPR/AED for the professional rescuer and in first aid. Prerequisite: ESS 181. Offered Spring.

ESS 200 Cr.2
Introduction to Teaching Methods in Physical Education
A pedagogy course introducing the methodology of teaching in physical education. This course focuses on the methods of planning instruction for student learning, including alignment of objectives, assessment, and tasks. Utilizing the Society of Health and Physical Education (SHAPE) National Standards and Grade Level Outcomes, teacher candidates will begin creating developmentally appropriate lesson plans. Interstate and Teacher Assessment and Support Consortium (InTASC) Standards are introduced and analyzed to create developmentally appropriate instruction and advocacy in physical education. This course includes clinical observations in the elementary, middle, and high school levels. Prerequisite: ESS 118. Offered Fall, Spring.

ESS 201 Cr.1
Safety, First Aid and CPR
Instruction and practice in proper first aid principles, procedures and emergency care including CPR training. American National Red Cross Standard First Aid certification and CPR certification will be awarded to those students who meet certification requirements. One lecture/lab for seven weeks. Offered Fall, Spring.

ESS 205 Cr.3
Human Anatomy and Physiology for Exercise Science I
This course is designed to cover the structure and function of the cellular, histological, muscular, nervous, skeletal systems, as well as the brain and spinal cord. Emphasis will be placed on the musculoskeletal system during the laboratory component. Lect. 2, Lab 2. Prerequisite: BIO 100 or BIO 105 or MIC 100. (Not open for credit to students who have credit in BIO 312.) Offered Fall, Spring.

ESS 206 Cr.3
Human Anatomy and Physiology for Exercise Science II
This course is designed to cover the maintenance of homeostasis through study of the structure and function of the autonomic nervous system, cardiovascular, respiratory, immune, digestive, endocrine, and renal systems. Metabolism will also be discussed. It will also cover metabolism and fluid/electrolyte balance. Lect. 3. Prerequisite: ESS 205. (Not open for credit to students who have had BIO 313.) Offered Fall, Spring.

ESS 207 Cr.3
Human Motor Behavior
This course is an investigation into the nature of human motor development, motor control, and motor learning. Topics will be approached from a constraints perspective, focusing on the interaction among the individual, the environment, and the task. Lect. 2, Lab 2. Prerequisite: ESS physical education majors must have ESS 112 or ESS 212. Offered Fall, Spring.

ESS 209 Cr.2
Strength Training Clinical I
A course designed to provide practical experience in the supervision of a strength center. Students will have the opportunity to instruct proper lifting technique, assist with the assessment of strength, power and speed, and learn facility and equipment maintenance. Lab 4. Prerequisite: ESS 205 or ESS 206 or concurrent enrollment; admission to strength and conditioning concentration. Pass/Fail grading. Offered Fall, Spring.

ESS 212 Cr.3
Teaching Fundamental Movement Skills in Physical Education
A content course focused on the development of fundamental movement skills and knowledge for students in grades K-2 that are aligned to National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to the development of fundamental movement skills and movement concepts. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning fundamental movements, educational games and educational dance. Prerequisite: ESS 200 or concurrent enrollment. Offered Fall, Spring.

ESS 225 Cr.3
Introduction to Physical Education Teaching Methodology
This course focuses on teaching methodology in Physical Education. Students will complete observational clinical experiences at the elementary, middle, and high school levels. Emphasis will be placed on developing knowledge, skills, and dispositions related to instruction, management, lesson planning, assessment, and reflection. Students will complete Benchmark I for the electronic portfolio process. Prerequisite: ESS 118. Offered Fall, Spring.
ESS 231 Cr.3

Introduction to Adapted Physical Education
This course is designed to introduce future teachers to teaching physical education to PK-12 students with disabilities. Course content includes general characteristics of selected disabilities and how these disabilities impact a person's movement potential and performance, the federal and state laws pertaining to the education of PK-12 students with disabilities, the process of special education referral and placement of students in the least restrictive environment, appropriate physical education teaching methods to use for inclusive instructional settings, adapted teaching techniques for motor development, health-related fitness, sport/recreational skills, and aquatics; and behavior management techniques. In addition, all students are required to participate in the UW-La Crosse Motor Development Program conducted on Thursday evenings for approximately 25 clinical education hours for the semester. Lect. 2, Lab 3. Prerequisite: ESS 200 or ESS 225 or concurrent enrollment. Offered Fall, Spring.

ESS 233 Cr.2

Teaching Methods in Adapted Aquatics
This course focuses on strategies and techniques for teaching persons who are disabled in an aquatic setting. Emphasis is placed on program and teacher effectiveness. Two-hour lab required. Students are expected to have intermediate level swimming skills. Lect. 1, Lab 2. Prerequisite: ESS 231 or RTH 326. Priority enrollment will be given to students admitted to the adapted physical education minor. Offered Fall, Summer.

ESS 249 Cr.2

Youth Sport Issues
An investigation of how youth sport programs can provide a healthy experience for participants. Concepts dealing with when to teach sport techniques and the physical, psychological and social implications of athletic experiences will be covered. Offered Occasionally.

ESS 258 Cr.3

Teaching Activities I
An activity-based course focused on skills and knowledge related to team, individual and leisure activities for children in grades 3-12. There will be two team, two individual, and two leisure activities selected from the following activities: Team (Soccer, Basketball, Ultimate Frisbee, Field Games, Speedball, Speedaway, Gator Ball); Individual (Badminton, Bowling); Leisure (Yoga, Pilates, Fitness Walking). Prerequisite: ESS 225. Offered Fall, Spring.

ESS/PSY/WGS 259 Cr.1-3

Girls and Women in Sport
This course is an introduction to the involvement of girls and women with sport. It includes a historical perspective on women’s sport participation, cultural images of women athletes, teaching and coaching implications of current research, Title IX, and recreation/leisure approaches to physical activity. Course content may vary according to instructor. (Cross-listed with ESS/PSY/WGS; may only earn credit in one department.) Offered Occasionally.

ESS 261 Cr.2

Educational Gymnastics
This course prepares the student to safely plan and conduct an educational gymnastics curriculum through the study of jumping and landing, balance, hanging and swinging, and rolling and transfer of weight activities. Emphasis is on appropriate progressions, safety procedures, proper mechanics, and sequencing of skills, methodology, fitness and games within a gymnastics environment and error analysis on a variety of gymnastics apparatus. Course will include 4-6 clinical hours with school children. Lect. 1, Lab 2. Prerequisite: ESS 112 or ESS 200. Offered Fall, Spring.

ESS 281 Cr.2

Prevention and Care of Athletic Injuries
Gives students who are interested in inter-scholastic athletics part of the necessary background to become a qualified coach or director. This course includes: common injuries occurring as a result of participating in athletics and physical education activities; procedures and techniques in the prevention and care of injuries; and the understanding of the coaches’ and teachers’ roles in the care of injuries. Prerequisite: ESS 201, ESS 205. Offered Fall, Spring.

ESS 286 Cr.2

Athletic Training Clinical I
A course designed to provide clinical experiences in an athletic training setting. Students will have the opportunity to gain competency in skills that have been previously instructed and practiced in classroom and laboratory settings. Prerequisite: ESS 181; admission to athletic training major. Offered Fall.

ESS 287 Cr.2

Athletic Training Clinical II
A course designed to provide clinical experiences in an athletic training setting. Students will have an opportunity to gain competency in upper extremity evaluation skills, and management of pathologies of the upper extremity, trunk/thorax and the head and neck that are common in athletics. Prerequisite: ESS 286. Offered Spring.

ESS 302 Cr.3

Physiology of Exercise
Applied physiology: a study of how normal physiological function (homeostasis) is altered, and subsequently restored, in response to various forms of stress (exercise and training). Lect. 2, Lab 2. Prerequisite: BIO 100 or BIO 105 or MIC 100; grade of "C" or better in ESS 206 or BIO 313. Offered Fall, Spring.

ESS 303 Cr.2-3

Biomechanics
Biomechanics emphasizes the investigation and application of mechanical principles to the study of human motion and the motion of sport objects. Students will learn systematic approaches for the qualitative and quantitative analysis of the human body as it engages in motor activities. Laboratory sessions are required for students that select the three-credit option. Prerequisite: grade of "C" or better in ESS 205 or BIO 312. Recommended: MTH 150, MTH 151, or MTH 207. Offered Fall, Spring.

ESS 309 Cr.2

Strength Training Clinical
A course designed to provide practical experience in supervising a strength center. Students will have the opportunity to: instruct proper lifting technique; assist with and conduct assessments of strength, power and speed; learn how to maintain a strength facility; practice maintaining a strength facility; and assist with the design of lifting and conditioning programs. Lab 4. Prerequisite: ESS 368. Pass/Fail grading. Offered Fall, Spring.

ESS 310 Cr.2

Teaching Outdoor Activities in Physical Ed
This course will focus on teaching physical educators how to implement outdoor activities as part of the K-12 physical education curriculum. Included are such activities as hiking, backpacking, climbing, skiing, primitive camping, canoeing, snowshoeing, and biking. Common pedagogical knowledge and skills which cut across activities will be emphasized. Students will participate in the scope and sequence for skill development in at least two outdoor activities, and plan the scope and sequence for one additional outdoor activity. Lect. 4, Lab 1. Prerequisite: ESS 121; admission to physical education teacher education program. Offered Fall, Spring.
ESS 320 Cr.3
Field Experience in Exercise Science or Sport Management
Practical experience in an exercise science and/or sports management setting or formal observation in a clinical setting. Experiences provided may include: sports event facilitation, budget preparation and monitoring, preparing contracts, checking eligibility, marketing and promotion, exercise leadership, assisting with fitness assessment and exercise prescription. Repeatable for credit - maximum six. Prerequisite: acceptance into the exercise sports science - exercise science or sport management emphasis. Offered Fall, Spring, Summer.

ESS 321 Cr.2
Evaluation in Health Education and Physical Education
An introductory course in the meaning and application of measurement, tests, elementary statistical procedures and evaluation in physical education. Prerequisite: admission into teacher education. Offered Occasionally.

ESS 322 Cr.4
Elementary Methods, Assessment and Clinical in Physical Education
A junior level pedagogy course focused on developmentally appropriate methodology and assessment for the elementary physical education setting. Emphasis is placed on developing the capability to apply an understanding of planning for learning for the K-5 student. This course includes completion of a clinical experience in the elementary physical education setting. Lect. 3, Lab 2. Prerequisite: ESS 207 or concurrent enrollment; admission to the physical education teacher education program. Offered Fall, Spring.

ESS 323 Cr.3
Nutrition and Sport
Basic principles of human nutrition and nutritional needs for athletes and/or active populations. Issues discussed include ergogenic aids, carbohydrate loading/manipulation, eating disorders, and protein supplementation. Practical application will include dietary analysis and composition for people in various activities and conditions. Prerequisite: ESS 302 or NUT 200. Offered Fall, Spring.

ESS 324 Cr.1-3
Independent Study in Exercise and Sport Science
Provides students with supervised study in a specific area of interest in their exercise and sport science academic program. Repeatable for credit - maximum nine credits or three courses. Consent of department. Offered Fall, Winter, Spring, Summer.

ESS 325 Cr.4
Secondary Methods, Assessment and Clinical in Physical Education
A junior level pedagogy course focused on developmentally appropriate methodology and assessment for the secondary physical education setting. Emphasis is placed on developing the capability to apply an understanding of planning for learning for the 6-12 student. This course includes completion of a clinical experience in the secondary physical education setting. Lect. 3, Lab 2. Prerequisite: ESS 207; admission to the physical education teacher education program. Offered Fall, Spring.

ESS 326 Cr.2
Clinical Experience in Teaching Physical Education II
Students will practice teaching with close supervision of both the university instructor and the elementary/middle school cooperating teacher. The students will learn to use objective analysis instruments, videotaping, computer analysis techniques, and intervention processes. Students will have a minimum of 48 hours of public school clinical experiences. Prerequisite: admission into teacher education. Must be taken concurrently with ESS 321, ESS 419, ESS 420. Offered Occasionally.

ESS 327 Cr.2
Physical Education for the Elementary Classroom Teacher
Students participate in lecture and laboratory experiences to gain and practice skills in teaching elementary physical education. Applied teaching experience occurs at a local school allowing for implementation of appropriate skill progression, movement education management and a variety of curriculum options. Lect. 1, Lab 2. Prerequisite: elementary education major. Offered Fall, Spring.

ESS 344 Cr.3
Introduction to Fitness Assessment
The purpose of this course is to review the clinical and diagnostic approach to cardiovascular anatomy, physiology and pathophysiology, and to provide basic knowledge in evaluation, methodology and interpretation of fitness testing. Areas of emphasis will be population characteristics, participant screening and referral process, alternatives of fitness assessment and exercise prescription. Lect. 2, Lab 2. Prerequisite: ESS 302; admission to exercise sports science - fitness emphasis. Offered Fall, Spring.

ESS 348 Cr.2
Theory of Coaching
Theory of coaching specific competitive sports. Coaching and directing youth, club, inter-scholastic and intercollegiate sports programs. Theory of coaching the following sports will be offered on a rotational basis: baseball/softball, basketball, football, gymnastics, soccer, swimming and diving, tennis, track and field/cross country, volleyball, and wrestling. A competitive background in and fundamental knowledge of the sport is HIGHLY recommended. Repeatable for credit - maximum four. Prerequisite: junior standing. Offered Fall, Spring.

ESS 349/549 Cr.2
Psychology of Coaching Competitive Athletics
Aids the prospective coach to better understand the application of psychological concepts to the coaching of sports. Emphasis will be on the methods of improving the performance of athletes through a better understanding of the factors affecting teaching and learning in athletics. Prerequisite: junior standing. Offered Fall, Spring.

ESS 355 Cr.3
Methods of Exercise Leadership
This course will cover the methodology of developing, teaching and leading sound exercise workouts for all levels of physiological fitness and for individual needs. Lect. 2, Lab 2. Prerequisite: ESS 302, ESS 303; admission to exercise sports science - fitness emphasis. Offered Fall, Spring.

ESS 363 Cr.2
Teaching Dance in Physical Education
A content course focused on movement skills and knowledge for students in grades 3-12 within activity categories aligned to National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to teaching dance and rhythmic activities; will have opportunities to plan and teach; will learn about physical activity and fitness knowledge specific to each activity category. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning a variety dance and rhythmic activities which may include but not limited to dance forms such as creative movement, line, ballet, modern, literature and movement, sport, hip hop, Latin, ballroom, square, stepping, folk/cultural dance, and social. Prerequisite: ESS 212; admission to physical education teacher education program. Offered Fall, Spring.
ESS 364 Cr.3
Teaching Fitness and Wellness in Physical Education
A content course focused on movement skills and knowledge for students in grades K-12 aligned to National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to fitness and physical activity; will have opportunities to plan and teach; will learn about physical activity and fitness knowledge specific to improving or maintaining fitness and wellness. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning fitness activities including but not limited to yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba, and exergaming. Prerequisite: ESS 302 or concurrent enrollment; admission to physical education teacher education program. Offered Fall, Spring.

ESS 366 Cr.3
Teaching Target, Net and Wall Activities in Physical Education
A content course focused on movement skills and knowledge for students in grades 3-12 within activity categories aligned to National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to target and net/wall activity categories; will have opportunities to plan and teach; will learn about physical activity and fitness knowledge specific to each activity category. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning target and net/wall activity categories. Lect. 1, Lab 2. Prerequisite: ESS 212; admission to physical education teacher education program. Offered Fall, Spring.

ESS 367 Cr.3
Teaching Activities II
An activity-based course focused on movement skills as they relate to children in grades 3-12 within team, individual and leisure activities. The main purpose is for the students to develop the knowledge of the basic skills and progressions related to each activity. There will be two team, two individual, and two leisure activities selected from, but not limited to, the following activities: team (softball, volleyball, team handball, flag football, ultimate frisbee), individual (golf, tennis), leisure (archery, cardio kickboxing, inline skating). Lab 6. Prerequisite: admission to physical education teacher education program. Offered Fall, Spring.

ESS 368 Cr.3
Strength Training Techniques and Programs
This course is designed to provide the student with a working knowledge of proper lifting and spotting technique, an understanding of the various types of equipment and modes of strength training, basic program design and programming for special populations, and weight training for competition. Students will be taught to design and individualize a strength training program. Prerequisite: ESS 205 and ESS 206, or BIO 312 and BIO 313. ESS 100 - Strength Training recommended. Offered Fall, Spring.

ESS 373 Cr.3
Media and Public Relations in Sport Management
This course is designed to acquaint students with media and public relations practices that are incorporated in sport management. Included in the class are the responsibilities and issues that sport managers face on a daily basis such as PR management, crisis management, interviews and media conferences, legal and ethical dilemmas, and the production of sport media relations tools. The course emphasizes practical application of sport media and PR. Prerequisite: admission to exercise sports science plan - sport management emphasis. Offered Fall, Spring.

ESS 378 Cr.4
Musculoskeletal Assessment of the Lower Body
This course is designed for individuals seeking certification from the Board of Certification (BOC). Content addresses observation and evaluation techniques for musculoskeletal injuries and conditions of the lower body. Students must integrate anatomical structures and physiological principles to provide a basis for critical decision making in an injury management environment. Lect. 3, Lab 2. Prerequisite: ESS 286, ESS 379. Offered Spring.

ESS 379 Cr.4
Musculoskeletal Assessment of the Upper Body
This course is designed for individuals seeking certification from the Board of Certification (BOC). Content addresses observation and evaluation techniques for musculoskeletal injuries and conditions of the upper body. Students must integrate anatomical structures and physiological principles to provide a basis for critical decision making in an injury management environment. Lect. 3, Lab 2. Prerequisite: ESS 205; admission to athletic training major. Offered Fall.

ESS 383 Cr.3
Clinical Pathology for Exercise Science
This course is designed to introduce students to the pathology of injuries and illnesses of the body systems and treated by allied health professionals. Topics included are categorized into physiological responses to trauma, disease, inflammatory responses and autoimmune/immunodeficiency responses to various diseases/syndromes/conditions. Prerequisite: admission to athletic training major or ESS-exercise science emphasis. Offered Fall, Spring, Summer.

ESS 386 Cr.2
Athletic Training Clinical III
A course designed to provide clinical experience in an athletic training setting. Students will have an opportunity to gain competency in lower extremity evaluation skills, and management of pathologies of the lower extremity that are common in athletics. Prerequisite: ESS 287. Offered Fall.

ESS 387 Cr.2
Athletic Training Clinical IV
A course designed to provide clinical experience in an athletic training setting. Students will have an opportunity to gain competency in utilization of therapeutic modalities for the management of pathologies that are common in athletics. Prerequisite: ESS 386. Offered Spring.

ESS 400 Cr.3
Pharmacology in Athletic Training
This course covers the basic pharmacokinetic principles including absorption, biotransformation, and elimination. Pharmaceutical agents covered include analgesic agents, steroidal and non-steroidal anti-inflammatory drugs, local anesthetics, psychotropic drugs, antibiotic agents, antihypertensive and anti-arrhythmic pharmaceuticals, cardio-active drugs, diuretic medications, anti-asthmatic agents, and medications commonly used in the treatment of diabetes mellitus. Prescription and nonprescription agents as well as indications, contraindications, and potential interactions of pharmaceuticals will be covered. Prerequisite: admission to the athletic training major. Offered Spring.

ESS 401 Cr.2
Teaching Dance
Theory and methods of teaching age-appropriate dance activities for students in elementary and secondary physical education. Emphasis will be on skill progressions, teaching models and methods, and assessment. Lect. 1, Lab 2. Prerequisite: admission to the physical education teacher education program. Offered Fall, Spring.
ESS 403 Cr.1

**Advanced Activities**
A program of opportunities to enhance advanced teaching knowledge and participation in a self-selected physical activity. The course will go beyond the knowledge, skills and strategies that may be offered at the introductory level. These opportunities may include, but not be limited to, participation in advanced activity classes offered both on and off campus, participation in advanced certification programs, intern teaching experiences in the student’s area of expertise. Repeatable for credit in different activities - maximum three. Only one credit counts toward the physical education teacher education major. Prerequisite: ESS 321; ESS 326; ESS 322 or ESS 419; ESS 325 or ESS 420. Pass/Fail grading.

ESS 403 Cr.2

**Advanced Strength Training Applications and Techniques**
This course presents advanced strength training and conditioning theory and practice. Designed primarily for students specializing in strength and conditioning, the course explores advanced periodization models and their utilization, mastery and analysis of Olympic lifts, plyometric programming, ergogenic aids (identification, legal implications, nutritional alternatives,) facility design, and special population needs. Prerequisite: ESS 302, ESS 303, ESS 368. Offered Fall.

ESS 407 Cr.3

**Sport Management and Society**
This course is designed to provide the foundation for an understanding of the ethical, social, cultural, and psychological aspects for the operation of programs in athletics, sports, physical education and fitness. The student will be able to identify current social, cultural, and ethical issues and problems and the potential solutions to these problems. Prerequisite: admission to exercise sports science - sport management emphasis; junior standing. Offered Fall, Spring.

ESS 409 Cr.2

**Strength Training Clinical III**
A course designed to provide practical experience in management of a strength center. Students will have the opportunity to instruct proper lifting technique, assess strength, power and speed, maintain the strength facility, design lifting and conditioning programs, and assist with the supervision and instruction of junior staff members. Lab 4. Prerequisite: ESS 302, ESS 303, ESS 309, ESS 368. Offered Fall, Spring.

ESS 410 Cr.2

**Legal Implications of Sport and Activity**
This course addresses the legal aspects for the operation and administration of sports programs, competitive athletic programs, and community and commercial fitness programs. Prerequisite: admission to exercise sports science - fitness or sport management emphasis. Offered Fall, Spring.

ESS 411 Cr.2

**Strength and Conditioning Educator Training**
This course is a capstone experience for students specializing in strength and conditioning. Content includes exercise physiology and biomechanics, nutrition and ergogenic aids, testing and evaluation, exercise techniques, program design, and organization and administration of a strength and conditioning facility. Prerequisite: ESS 403 or concurrent enrollment. Offered Spring.

ESS 412 Cr.3

**Issues and Philosophies in Teaching Physical Education**
This course is designed to provide student teachers with an opportunity for communication and discussed focused on student teaching experiences. Course emphasis is placed on development of teaching competencies as outlined by the beginning teacher standards. Taken concurrently with student teaching. Prerequisite: completion of all course work required to student teach; successful completion of PRAXIS II exam. Pass/Fail grading. Offered Fall, Spring.

ESS 419 Cr.5

**Elementary Methods in Physical Education**
A pedagogy course focused on Society of Health and Physical Education (SHAPE) National Standards and Grade Level Outcomes for elementary physical education, Interstate and Teacher Assessment and Support Consortium (InTASC) Standards and best practices related to methodology and assessment. This course includes a clinical experience organized as a professional development school (PDS) where teacher candidates spend significant time developing lesson plans, teaching, and assessing student learning, as well as interacting with elementary school students and teachers. A professional learning community approach is utilized throughout the course to provide students multiple opportunities to collaborate. Lect. 3, Lab 2. Prerequisite: ESS 261, ESS 363, ESS 364, ESS 366, ESS 367; admission to physical education teacher education program. Offered Fall, Spring.

ESS 420 Cr.5

**Secondary Methods in Physical Education**
A pedagogy course focused on Society of Health and Physical Educators (SHAPE) National Standards and Grade Level Outcomes for secondary physical education, Interstate and Teacher Assessment and Support Consortium (InTASC) Standards and best practices related to methodology and assessment. This course includes a clinical experience organized as a professional development school (PDS) where teacher candidates spend significant time developing lesson plans, teaching, and assessing student learning, as well as interacting with secondary school students and teachers. A professional learning community approach is utilized throughout the course to provide students multiple opportunities to collaborate. Lect. 3, Lab 2. Prerequisite: ESS 310, ESS 363, ESS 364, ESS 366, ESS 367; admission to physical education teacher education program. Offered Fall, Spring.

ESS 421 Cr.3

**Sport Operations Management/Event and Venue Management**
This course is designed to introduce students to principles and procedures for preparing, planning, operating, managing, and evaluating event and venue in sports settings. Students will gain a greater understanding of event and venue management and the total operation of sports organizations. Prerequisite: admission to exercise sports science - sport management emphasis; junior standing. Offered Fall, Spring.

ESS 422 Cr.3

**Teaching Healthy Active Lifestyles**
This course provides the pre-service physical education student with the pedagogical skills necessary to promote, advocate for, and empower K-12 students to become lifelong learners who value physical activity. This course will focus on health related fitness concepts and applications related to exercise prescription, nutritional planning, exercise adherence, and fitness skill development for students in the K-12 setting. Physical education majors will also explore curricular and instructional models that promote and foster health and fitness applications to K-12 students. Prerequisite: ESS 302 or concurrent enrollment; admission to the physical education teacher education program. Offered Fall, Spring.
ESS 423/523 Cr.2
Individual and Social Factors in Physical Education
This course focuses on contemporary and historical perspectives on socio-cultural and philosophical issues that influence schooling and physical education teacher preparation, including race, gender, sexuality, ability, disability, obesity and culturally responsive teaching. Prerequisite: admission to an exercise sports science major; junior standing. Offered Fall, Spring.

ESS 424 Cr.4
Curriculum Development and Administration of Elementary/Secondary Physical Education Programs
Senior level experience designed to provide an understanding of the curriculum development process through application. Selection of activities based on national and state standards, community resources, growth and developmental characteristics and facilities. Includes content and experiences related to PK-12 program development including scope and sequence, program evaluation, scheduling, advocacy activity and co-curricular/inside school activities. The administrative component will include principles related to gender equity, risk management, budgeting, collaboration, and program accountability. Prerequisite: admission to the physical education teacher education program; senior standing. Offered Fall, Spring.

ESS 425 Cr.1
Student Teaching Seminar in Physical Education
This is a culminating course designed to provide student teachers with opportunities to reflect and discuss student teaching experiences. Course emphasis is placed on development of teaching competencies as outlined by the beginning teacher standards and successful completion of edTPA. Taken concurrently with student teaching. Prerequisite: taken concurrently with student teaching; completion of all course work required to student teach; successful completion of PRAXIS II exam. Pass/Fail grading. Offered Fall, Spring.

ESS 430/530 Cr.3
Disability and Physical Activity Implications
The etiology and effects of select physical, sensory, intellectual and other developmental disabilities will be addressed. Content emphasizes movement implications and strategies to enhance physical activity behavior. Prerequisite: ESS 231 or RTH 326; junior standing. Students in the adapted physical education teaching minor or graduate program are given priority enrollment. Offered Fall, Summer.

ESS 431 Cr.1
Fitness Programming for Persons with Disabilities
Students learn techniques for health-related physical fitness assessment, exercise prescription, and activity adaptations. The focus is on hands-on clinical skill development in an evidence-based exercise program for individuals with disabilities. Students should take this course within two semesters after completion of ESS 430. Offered Fall, Spring, Summer.

ESS 432 Cr.3
Financial Aspects of Sport
This course is designed to study financial management principles including budget development, fundraising, and economic impact for use in the administration of sport and athletic programs. In addition, emphasis will be placed on sources of revenue and expense for sport organizations and their use in sport management. The student will understand why budget and finance in sport is a critical component of all sports related industries. Prerequisite: admission to exercise sports science - sport management emphasis; junior standing. Offered Fall, Spring.

ESS 435/535 Cr.1
Sports for Persons with Disabilities
This course addresses sports that have either been modified based on traditional sports or developed specifically for various physical, intellectual, and sensory disability groups. Content includes developmental sport models, disability sport organizations, fitness training, community advocacy and involvement, and infusion into physical education and interscholastic sports programs. Offered Fall, Spring.

ESS 436/536 Cr.3
Assessment and Program Evaluation in Adapted Physical Education
This course provides an introduction to appropriate instruments and testing strategies necessary for assessing the gross motor development and health-related physical fitness levels of persons with disabilities. Students learn how to administer, interpret, and use the results of motor assessments to develop individualized education program plans that are utilized in either adapted or general physical education programs for students with disabilities. Prerequisite: ESS 231; junior standing. Priority enrollment will be given to students admitted to the adapted physical education concentration. Offered Spring, Summer.

ESS 437/537 Cr.3
Teaching and Service Delivery Models in Adapted Physical Education
This course focuses on adapted physical education teaching strategies and service delivery models in PK-12 settings. Instructional programming and best practices in early childhood, elementary, middle/secondary, and transitional programs for students with disabilities in adapted physical education are covered. Emphasis is on collaboration among professional service providers such as special educators, regular physical educators, and related service personnel. (e.g. occupational, physical, and recreational therapists), as well as health and other community agency staff. School visits and practical teaching are included, along with guest presentations on related disciplines and program. Lect. 2, Lab 3. Prerequisite: admission to adapted physical education minor. Offered Fall, Spring.

ESS 439 Cr.3
Teaching Methods and Internship in Adapted Physical Education
Students are provided practical teaching and supervision opportunities to enhance their skills in planning, implementing, and evaluating adapted physical education programs for children and youth with a variety of disabilities. Emphasis is also placed on effective staff collaboration and consultation as well as teacher and program supervision. Participation in the motor development program laboratory is required. Lect. 2, Lab 3. Prerequisite: three courses from: ESS 233, ESS 430, ESS 436, ESS 437. Offered Fall, Spring.

ESS 440 Cr.3
Advanced Sport Nutrition
This course is designed to provide the student with a working knowledge of advanced topics as they relate to the field of sport nutrition. Such topics will include nutritional biochemistry, ergogenic aids, nutritional strategies for strength/power athletes, endurance athletes and altering body composition. Students will also learn how to assess an individual's dietary intake and utilize technology to determine energy needs of athletes. Prerequisite: ESS 302, ESS 323. Offered Summer, Winter.
**ESS 442 Cr.2**

### Aging and Physical Activity

The course will explore why and how physical activity must change to meet the modifications that occur to the human body with aging. The physiological and psychological status of an aging population will be presented, along with suggestions to address the physical activity needs of this growing group. Practical experience in both on and off campus sites. Prerequisite: ESS 302; admission to exercise sports science major - fitness emphasis or have a declared emphasis in gerontology. Offered Fall, Spring.

**ESS 443 Cr.3**

### Fitness Across the Lifespan

This course will explore why and how physical activity must change to meet the modifications that occur in the human body as it matures from childhood to older adulthood. Students will address the principles and procedures for designing physical fitness experiences for all ages. Lecture, practice, and field experiences are included. Prerequisite: ESS 302; ESS 303; admission to exercise sports science - exercise science emphasis or a declared emphasis in gerontology. Offered Fall, Spring.

**ESS 445/545 Cr.3**

### Facility Management in Sport

A study of planning techniques concerning facility development and maintenance for schools, athletic clubs, fitness centers and professional sport organizations. Prerequisite: admission to exercise sports science major - sport management emphasis or sport management graduate program; junior standing. Offered Fall, Spring, Summer.

**ESS 446 Cr.3**

### Current Research and Trends in Exercise Science

A lecture/discussion-based course in which relevant and current research and industry trends are thoroughly reviewed and analyzed. Students are encouraged to take this course near the end of their careers as undergraduate students in the exercise sports science major - exercise science emphasis or pre-professional emphasis. Prerequisite: admitted to exercise sports science major - exercise science fitness or pre-professional emphasis. Offered Fall, Spring.

**ESS 447 Cr.3**

### Administration in Fitness and Sport

The course will cover principles of administrative theory and practice in the fitness and sport industry, including general administrative functions, public relations, personnel, budget and finance, facility management, and evaluation techniques. Prerequisite: admission to exercise sports science major - fitness or sport management emphasis. Offered Fall, Spring.

**ESS 448 Cr.3**

### Promotion and Development of Fitness and Sport Programs

This course will provide understanding of and skill in the promotion process as it relates to advertising and public relations activities for the operation of programs in sport, physical education and fitness. Primary focus will be on the application of promotion principles to specific sport scenarios. Prerequisite: MKT 309, admission to exercise sports science major - fitness or sport management emphasis. Offered Fall, Spring.

**ESS 449 Cr.1**

### Seminar in Fitness/Sports Management

An in-depth orientation to the required senior internship experience. Required course to be taken one semester prior to internship. Prerequisite: GPA of 2.75 (cumulative and major); admission to the exercise sports science major - fitness or sport management emphasis; senior standing. Offered Fall, Spring.

**ESS 450 Cr.8-12**

### Exercise and Sport Science Internship

The internship is designed to be a terminal experience for students majoring in fitness or sport management (12 credits) emphases and athletic training (eight credits) with an intensive supervised practical work experience. Prerequisite: fitness, athletic training, and sport management majors: all course work for the appropriate major must be completed and a minimum cumulative and major GPA of 2.75. Athletic training majors must complete ESS 484. Pass/Fail grading. Offered Fall, Spring, Summer.

**ESS 451 Cr.2-3**

### Practicum in Athletic Coaching

The practicum in athletic coaching is designed to be a culminating experience for students completing the concentration in Coaching Competitive Athletics. Students will seek a placement with a department approved university or public/private school athletic team to obtain practical coaching experience in the sport(s) of their choice. The practicum experience will be supervised by a coach or athletic director of the assigned team and the director of the concentration in coaching competitive athletics. Repeatable for credit in different sport(s) - maximum six. Prerequisite: completion of requirements in coaching concentration with the exception of ESS 368 and elective credits. Pass/Fail grading. Offered Fall, Spring.

**ESS 452/552 Cr.2**

### 7 Habits of Highly Effective People

An in depth study of lifestyle principles as identified by Stephen Covey in the book "7 Habits of Highly Effective People." Students will explore how to apply these principles as teachers and coaches personally and with peers, students and athletes. Prerequisite: senior standing. Offered Occasionally.

**ESS 460/560 Cr.1-3**

### Exercise Science Clinical Forum

Visiting lecturers as well as university professors will address various topics related to exercise science. Repeatable for credit. Prerequisite: junior standing. Offered Occasionally.

**ESS 480/680 Cr.2**

### Injury Prevention, Management and Rehabilitation

Designed to assist the student in refinement of skills in prevention, management and rehabilitation of injuries occurring in a high activity environment. Special attention will be given to injury recognition and common injuries. Basic rehabilitation protocols will be reviewed in addition to conditions for referral. Prerequisite: junior standing. Offered Occasionally.

**ESS 481 Cr.4**

### Therapeutic Modalities for Athletic Training

Introduction to the principles and therapeutic modalities used in the treatment of musculoskeletal injuries and conditions and the role of rehabilitation in athletic training. Course is designed for the students interested in taking the certification examination from the Board of Certification (BOC). Lect. 3, Lab 2. Prerequisite: ESS 287, ESS 378. Offered Fall.

**ESS 483 Cr.3**

### Administration of Athletic Training Programs

A study and analysis of administrative policies involved in the management of an efficient athletic training program. Course is designed to provide information in program and strategic planning, evaluation of plans, record keeping, facility design and planning, budgeting and purchasing, inventory control, management of human resources, and governance structures in athletic training. Prerequisite: ESS 387, ESS 484. Offered Fall.
ESS 484 Cr.4
Rehabilitation Techniques for Athletic Trainers
This course covers the knowledge and skills needed in the rehabilitation of musculoskeletal injuries and conditions seen by athletic trainers. Rehabilitation strategies are designed to utilize rehabilitation principles and functional activities to prepare patients for safe return to activity. Lect. 3, Lab. 2. Prerequisite: ESS 481, ESS 386. Offered Spring.

ESS 485 Cr.3
Current Readings/Research in Athletic Training
This course is designed to give students an overview of the research process in athletic training. Emphasis will be placed on the importance of building a research base in athletic training, the basics of developing a research study, protecting human subjects, presenting and publishing data, manuscripts review, and fundamentals of grant writing. Students will also review and discuss current published research in the field and give presentations pertaining to special topics not included in regular course work. Prerequisite: ESS 483, ESS 486. Offered Spring.

ESS 486 Cr.2
Athletic Training Clinical V
A course designed to provide clinical experience in an athletic training setting. Students will have an opportunity to gain competency in rehabilitation and management of pathologies that are common in athletics. Prerequisite: ESS 387. Offered Fall.

ESS 499 Cr.3
Seminar in Physical Education
The provision of intensified experiences in the solution of some individual or group problem. The utilization of some rudimentary research techniques receive marked attention, including the formulation of hypotheses, the design of study, the collection, analysis, and interpretation of data. Prerequisite: open to students of "honor" quality with senior standing; minimum 2.75 cumulative GPA. Offered Occasionally.

**Finance (FIN) - Courses**

+ next to a course number indicates a general education course

Courses

+FIN 207 Cr.3
Personal Finance
A survey course covering personal financial issues; topics include goal setting, budgeting, major purchases, loan provisions, taxation, insurance coverages, investment opportunities (including stocks, bonds, and mutual funds) and retirement planning. Open to students in all colleges. Offered Fall, Spring.

FIN 355 Cr.3
Principles of Financial Management
Introduction to financial management of the firm. Topics include: relationship of the finance function with other functional areas of the firm, use of financial statements as measures of corporate performance and for financial forecasting, working capital management, time value of money and its use in the valuation of cash flows, security evaluation, capital budgeting, capital structure, financial intermediaries and investment banking, long-term debt, preferred and common stock, and the effect of these financial decisions on dividend policies. Prerequisite: ECO 110, ECO 120; ACC 222; admission to business. Offered Fall, Winter, Spring, Summer.

FIN 360 Cr.3
Principles of Insurance and Risk Management
A survey of insurance and risk management concepts, the insurance industry and common insurance contracts. Topics include: types of insurers, functions of insurers, legal principles of insurance, and analysis of property, liability, life and health contracts. Special emphasis will be placed on personal insurance for the home, automobile, life and health. Prerequisite: ACC 221. Offered Fall, Spring.

FIN 361 Cr.3
Life Insurance
A study of life insurance and its relationship to financial planning. Topics covered are the determination of financial needs for survivors resulting from premature death of a family member, concepts of life insurance and annuities including quantitative foundations, policy provisions, comparisons of alternate products, and taxation issues. Prerequisite: FIN 355, FIN 360; admission to business. Offered Occasionally.

FIN 362 Cr.3
Commercial Property/Liability Insurance and Risk Management
Risk management and insurance for the corporate entity. Topics include coverages for direct and indirect property, general liability, workers' compensation, fidelity, crime, and boiler and machinery, property valuation, insurance surveys, and lease analysis. Prerequisite: FIN 355, FIN 360; admission to business. Offered Occasionally.

FIN 370 Cr.3
Corporation Finance
Comprehensive study of current theories concerning the valuation of the firm and its capital structure. Topics emphasized are risk analysis, capital structure, dividend theories, cost of capital, capital budgeting and management of working capital. Prerequisite: FIN 355; admission to business. Offered Fall, Spring.

FIN 380 Cr.3
Principles of Investment
The study of investment instruments. Topics include: valuation of common and preferred stocks, bonds, options, futures contracts, real estate, and several other securities and commodities. The risk associated with each form of investment, construction and management of investment portfolios, investment databases, and current trends in investments are studied. Prerequisite: FIN 355; admission to business. Offered Fall, Spring.

FIN 390 Cr.3
Money and Capital Markets
Examination of the factors influencing the level and structure of interest rates. Includes the processes, institutions, and public policy implications of markets for short-term and long-term debt instruments, the stock market, and current trends in capital markets. Prerequisite: FIN 355; admission to business. Offered Fall, Spring.

FIN 400 Cr.1-3
Finance Forum
Emphasis will be on the examination and study of current financial issues. Topics will vary by semester. Departmental option for pass/ fail or letter grade. Repeatable for credit - maximum six. Prerequisite: junior standing; admission to business. Pass/Fail grading. Offered Occasionally.
FIN 407 Cr.3
Advanced Financial Planning
An overview of the financial planning process, including an introduction to the technical and intuitive aspects of the primary components in a financial plan. Financial and personal data are integrated to develop a comprehensive financial model including a variety of components. The components may include balance sheet and cash flow statements, retirement planning, investing strategies, insurance needs, taxes, and estate planning. Prerequisite: FIN 355; senior standing. Offered Fall.

FIN 408 Cr.3
Retirement Planning
An overview of retirement planning is provided, presenting the primary differences between pension, profit sharing, and non-qualified retirement plans. Common retirement plans are reviewed in more detail, including eligibility, vesting, contribution limits, coverage, and distributions. The course is designed for those entering the financial planning or benefits professions. The course provides substantive content in preparation for a variety of financial planning or retirement planning certifications including the Certified Retirement Counselor Program or the retirement planning component of the Certified Financial Planner program. Prerequisite: FIN 355; senior standing; admission to business. Offered Spring.

FIN 410 Cr.3
Management of Financial Institutions
The management of commercial banks and other deposit-type financial institutions. Emphasis is placed on the environment in which financial institutions operate, its changing nature, and managerial decision making within that environment. Specific topics include loan and investment policies, asset/liability management, management of investment risk, and regulation of financial institutions. Prerequisite: FIN 390 or ECO 301; admission to business. Offered Spring.

FIN 426/526 Cr.3
Real Estate Finance
The contractual nature and legal implications of the instruments used in financing real estate. The structure and operation of the primary and secondary mortgage markets; instruments, techniques, and strategies in financing real property investments. Prerequisite: FIN 456; junior standing; admission to business. Offered Occasionally.

FIN 427 Cr.3
Real Estate Appraisal
Development of the process of value determination for real properties in the context of a market setting. Development of the analytical tools to be used in implementing the valuation process. Development of the complex interactions among the site, the neighborhood, the community, and the region in value determination. Prerequisite: FIN 456; admission to business. Offered Occasionally.

FIN 430/530 Cr.3
Financial Planning and Strategy
Long-term planning as it relates to special problems of acquiring funds and selecting and deploying assets. Emphasis is placed on forecasting long-term funds requirements, and the suitability of specific financing vehicles for particular needs. Prerequisite: FIN 370; junior standing; admission to business. Offered Occasionally.

FIN 437 Cr.3
Financial Modeling
Application of financial theories and models using spreadsheets to make financial decisions. Focus on utilizing existing and creating new financial spreadsheet functions, sensitivity analysis, and scenario analysis. Prerequisite: FIN 355; admission to business. Offered Spring.

FIN 440/540 Cr.3
Multinational Financial Management
The international financial system and the application of basic principles of business finance in an international context. Topics include: the finance function in the multinational firm, foreign exchange markets, cost of capital, and capital expenditure analysis in the multinational firm. International accounting and reporting procedures are reviewed. Prerequisite: FIN 355; junior standing; admission to business. Offered Spring.

FIN 447/547 Cr.3
Advanced Financial Analysis
Offers the students the opportunity for advanced study of topics related to (1) business ethics and professional standards, (2) investment tools, (3) asset valuation, and (4) portfolio management. Students will learn how to effectively analyze financial statements, apply statistical models, and evaluate both international and derivative securities. Completion of this course will also assist students in preparing for the Level I exam of the Chartered Financial Analyst (CFA) program. Departmental option for pass/fail or letter grade. Prerequisite: FIN 355, FIN 370, FIN 380; finance major; senior standing. Consent of department. Offered Spring.

FIN 450 Cr.1-6
College of Business Administration Internship
The internship program as conceived and implemented is designed to provide an opportunity for students in the College of Business Administration at the University of Wisconsin-La Crosse to participate in an approved program with cooperating business, governmental, or civic organization for usually 15 weeks of their undergraduate work. For additional information, see internship description in the College of Business Administration catalog section. Repeatable for credit - maximum 15. Prerequisite: cumulative GPA of at least 2.50; ACC 221, ACC 222; BUS 205, BUS 230; ECO 110, ECO 120; FIN 355, IS 220; MGT 308; MKT 309; admission to business. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

FIN 456/556 Cr.3
Real Estate Principles
Survey of real estate principles and practices, the economic environment and valuation. Topics include: nature of real property; organization and structure of real-estate markets; alternative land uses; financing and valuation of real estate; and the legal environment. Prerequisite: FIN 355; junior standing; admission to business. Offered Occasionally.

FIN 460 Cr.3
Seminar in Risk and Insurance
A seminar course focusing on the current problems and issues of liability, life and health insurance. Financial and insurance theory are used to assess proposed solutions. Broad topics include insurance company operations; problems of ratemaking, underwriting and regulation; confidentiality of life insurance applications; and problems of financing health care. Prerequisite: FIN 360, FIN 370; FIN 361 or FIN 362 or FIN 465 or ECO 471; admission to business. Offered Occasionally.

FIN 465/565 Cr.3
Real Estate Principles
Survey of real estate principles and practices, the economic environment and valuation. Topics include: nature of real property; organization and structure of real-estate markets; alternative land uses; financing and valuation of real estate; and the legal environment. Prerequisite: FIN 355; junior standing; admission to business. Offered Occasionally.

FIN 460 Cr.3
Seminar in Risk and Insurance
A seminar course focusing on the current problems and issues of liability, life and health insurance. Financial and insurance theory are used to assess proposed solutions. Broad topics include insurance company operations; problems of ratemaking, underwriting and regulation; confidentiality of life insurance applications; and problems of financing health care. Prerequisite: FIN 360, FIN 370; FIN 361 or FIN 362 or FIN 465 or ECO 471; admission to business. Offered Occasionally.

FIN 465/565 Cr.3
Real Estate Principles
Survey of real estate principles and practices, the economic environment and valuation. Topics include: nature of real property; organization and structure of real-estate markets; alternative land uses; financing and valuation of real estate; and the legal environment. Prerequisite: FIN 355; junior standing; admission to business. Offered Occasionally.

FIN 470 Cr.3
Advanced Financial Planning
Advanced level of the financial planning process, including an introduction to the technical and intuitive aspects of the primary components in a financial plan. Financial and personal data are integrated to develop a comprehensive financial model including a variety of components. The components may include balance sheet and cash flow statements, retirement planning, investing strategies, insurance needs, taxes, and estate planning. Prerequisite: FIN 355; senior standing. Offered Occasionally.

FIN 476/576 Cr.3
Advanced Real Estate Finance
Advanced level of the financial planning process, including an introduction to the technical and intuitive aspects of the primary components in a financial plan. Financial and personal data are integrated to develop a comprehensive financial model including a variety of components. The components may include balance sheet and cash flow statements, retirement planning, investing strategies, insurance needs, taxes, and estate planning. Prerequisite: FIN 355; senior standing. Offered Occasionally.

FIN 480 Cr.3
Advanced Real Estate Appraisal
Advanced level of the financial planning process, including an introduction to the technical and intuitive aspects of the primary components in a financial plan. Financial and personal data are integrated to develop a comprehensive financial model including a variety of components. The components may include balance sheet and cash flow statements, retirement planning, investing strategies, insurance needs, taxes, and estate planning. Prerequisite: FIN 355; senior standing. Offered Occasionally.

FIN 486/586 Cr.3
Advanced Real Estate Planning
Advanced level of the financial planning process, including an introduction to the technical and intuitive aspects of the primary components in a financial plan. Financial and personal data are integrated to develop a comprehensive financial model including a variety of components. The components may include balance sheet and cash flow statements, retirement planning, investing strategies, insurance needs, taxes, and estate planning. Prerequisite: FIN 355; senior standing. Offered Occasionally.

FIN 490 Cr.3
Advanced Financial Analysis
Advanced level of the financial planning process, including an introduction to the technical and intuitive aspects of the primary components in a financial plan. Financial and personal data are integrated to develop a comprehensive financial model including a variety of components. The components may include balance sheet and cash flow statements, retirement planning, investing strategies, insurance needs, taxes, and estate planning. Prerequisite: FIN 355; senior standing. Offered Occasionally.

FIN 496/596 Cr.3
Advanced Real Estate Appraisal
Advanced level of the financial planning process, including an introduction to the technical and intuitive aspects of the primary components in a financial plan. Financial and personal data are integrated to develop a comprehensive financial model including a variety of components. The components may include balance sheet and cash flow statements, retirement planning, investing strategies, insurance needs, taxes, and estate planning. Prerequisite: FIN 355; senior standing. Offered Occasionally.
FIN 474/574 Cr.3
**Equity Valuation**
This course presents the financial analysis industry standard models for determining the value of equity securities. Emphasis is placed on the calculations of cost of capital and equity value and the sensitivity analysis of the results. Students will be required to create and present a sell-side analyst report. Prerequisite: FIN 370, FIN 380; junior standing. Offered Fall.

FIN 475/575 Cr.3
**Investment Analysis and Portfolio Management**
An in-depth investigation of modern concepts of asset ownership, risks and the reduction of risk through portfolio construction. An efficient markets approach to contemporary capital market and portfolio theory with applications to investment management. Prerequisite: FIN 380; junior standing; admission to business. Offered Spring.

FIN 477/577 Cr.3
**International Investments**
The international political, economic and legal environment in which investment decisions are made. An evaluation of security valuation theory and practice in the context of international money and capital markets. Topics include the motives for international investment, exchange risk, foreign money and capital market instruments and their markets, and construction and management of portfolios. Prerequisite: FIN 380; junior standing; admission to business. Offered Occasionally.

FIN 480/580 Cr.3
**Financial Management and Control**
Focuses on the roles and responsibilities of the controller and treasurer in today's business and economic environment. From a controller's/treasurer's perspective, the course content includes: functions, organization, characteristics, standards of ethical conduct, financial reporting, internal controls/operations analysis, cost management and professional development. Prerequisite: FIN 370 or ACC 322; ECO 301 or ECO 305; senior standing; admission to business. Offered Occasionally.

FIN 485 Cr.3
**Problems and Cases in Finance**
Application of concepts and techniques to the solution of financial problems in a variety of areas using the case method and computer simulation games. Topic areas include corporation finance, security analysis and investment management, and commercial banking. Prerequisite: FIN 370, FIN 390; admission to business. Offered Fall, Spring.

FIN 499 Cr.1-3
**Independent Study**
Individual reading or research under the guidance of a staff member. Open to selected, advanced students who have excellent records in the department. Registration with the consent of the student's regular adviser, the instructor and the department chairperson. Approval form available in department office. Form must be completed prior to registration. Repeatable for credit - maximum six. Prerequisite: admission to business. Consent of instructor. Pass/Fail grading. Offered Occasionally.

**French (FRE) - Courses**
+ next to a course number indicates a general education course

**Courses**

**FRE 101 Cr.3**
**Elementary French I**
The first of two introductory courses in French for students with no knowledge of French, focused on developing the four communicative skills: listening, speaking, writing, and reading. Introduction to contemporary Francophone cultures through a variety of topics from everyday life (family, shopping) to the arts (cinema, literature). Offered Fall, Spring.

**+FRE 102 Cr.3**
**Elementary French II**
The second introductory courses in French emphasizes the development of practical communication skills using an interactive learning approach and integrates cultures from the Francophone world in language learning to provide students with basic survival skills in a French-speaking country. Prerequisite: FRE 101 or placement based on UW System Placement Test scores. Offered Fall, Spring.

**+FRE 201 Cr.3**
**Intermediate French I**
The first of two intermediate-level French courses which provides a review of basic structures while expanding on grammatical structures and vocabulary to allow students to express themselves in meaningful ways both orally and in writing. Cultural competence is integrated in language learning in an interactive manner. Prerequisite: FRE 102 or placement based on UW System Placement Test scores. Offered Fall, Spring.

**+FRE 202 Cr.3**
**Intermediate French II**
The second of two intermediate-level French courses which provides a review of basic structures while expanding on grammatical structures and vocabulary to allow students to express viewpoints and opinions on a variety of topics from visual and cultural texts. Prerequisite: FRE 201 or placement based on UW System Placement Test scores. Offered Fall, Spring.

**+FRE 220 Cr.3**
**France and the Francophone World**
This course offers both historical and contemporary perspectives on France and its relationship to the Francophone world. Students will examine French history and colonialism and their impact on such regions/countries as Quebec, Martinique, Guadeloupe, Haiti, Senegal, Tahiti, and the Maghreb (North Africa). This course will also explore the multiple identities (based on ethnicity, race, gender and sexual orientation) that continue to "disrupt" the notion of a collective French consciousness as it persists today. These include North-African and Russian immigrants, Jews, women, gays and lesbians. Taught in English. Offered Spring.

**FRE 300 Cr.3**
**Visual Encounters**
This course introduces students to a variety of art and technology-related topics that define French culture today while practicing grammatical structures required to narrate and describe. Analysis of visual artifacts and development of writing skills will take place in contexts such as regional cultures and traditions, culinary arts, cinema, music, art festivals, popular culture, artistic genres, and new technologies. Prerequisite: FRE 202 or equivalent. Offered Fall.
FRE 301 Cr.3  
**Sound, Speech, and Proficiency**  
This course first aims to improve students' pronunciation by providing an introduction to the principles of French phonetics and the study of stress, rhythm, and intonation. The course is designed to develop oral interactions through a pragmatic approach to language as students identify and practice different speech acts in their sociocultural contexts, applying interpersonal, interpretive, and presentational means of communication as defined by the ACTFL guidelines to achieve oral proficiency. Prerequisite: FRE 202 or equivalent. Offered Spring.

FRE 303 Cr.3  
**Advanced French I**  
Development of all French language skills with emphasis on reading and writing. Prerequisite: FRE 202. Offered Fall.

FRE 304 Cr.3  
**Advanced French II**  
Development of all French language skills with emphasis on listening and speaking. Prerequisite: FRE 303. Offered Spring.

FRE 305 Cr.3  
**Exploring the Story**  
This course introduces students to a variety of narrative structures in their cultural context. Students will increase their vocabulary, reinforce reading strategies, interpret cultural signifiers, and develop critical thinking skills as they confront the printed word in comics, short stories, fairy-tales, fables, poems, or newspaper articles. Prerequisite: FRE 300 or FRE 301. Offered Fall - Odd Numbered Years.

FRE 307 Cr.3  
**French for Professional Communication**  
A course designed to prepare students to communicate effectively in professional contexts. It addresses written and oral conventions in business and other professional settings, determines /compares professional expectations across Francophone and Anglophone cultures, and prepares for all aspects of the job search for a company dealing with Francophone professionals, with a focus on Canadian and European exchanges. Prerequisite: FRE 202. Offered Fall.

FRE 317 Cr.3  
**Practice in Translation**  
This course is designed to introduce students to translation techniques, strategies, and theories, which students will apply to a variety of text genres. Focus is on translation from French to English so that students can compare and contrast the structures of French and English as they further their language acquisition. Prerequisite: FRE 300 or FRE 301. Offered Spring - Even Numbered Years.

FRE 320 Cr.3  
**Perspectives on French Civilization**  
From historical, chronological, thematic and literary perspectives, this course is designed to provide an examination of French Civilization from its origins to the French Revolution. Topics will include socio-political and cultural history, feudalism, absolutism, the Enlightenment, art, music, literature, and architecture. Prerequisite: FRE 300 or FRE 301. Offered Spring - Even Numbered Years.

FRE 321 Cr.3  
**Studies in Francophone Civilizations**  
This course is designed to provide an in-depth study of the civilization of French-speaking areas other than France. The individual topic will cover either the civilizations of several smaller areas or countries (i.e., Belgium, French Polynesia, Louisiana, etc.) or will deal with one major area (i.e., Quebec or Francophone Africa). The course is taught in French. Repeatable for credit - maximum six. Prerequisite: FRE 303 or concurrent enrollment. Offered Occasionally.

FRE 322 Cr.3  
**French without Borders**  
The course provides an overview of the Francophone world by defining the notions of "Francophonie" from a cultural, historical, political, and socio-linguistic point of view, with an emphasis on current events. Prerequisite: FRE 300 or FRE 301. Offered Spring - Odd Numbered Years.

FRE 325 Cr.3  
**Modern and Contemporary France**  
Through chronological, thematic and literary perspectives this course is designed to provide an examination of French Civilization from the French Revolution to the present. Topics may include socio-political and cultural history, the history of gender and sexuality, regional and national identity, anti-Semitism, colonialism, popular culture and mass media. Taught in French. Prerequisite: FRE 303 or its equivalent. Offered Occasionally.

FRE 326 Cr.1  
**Current Events**  
A weekly discussion of current events in the French-speaking world, based on readings, web-based news sources and television broadcasts in the target language. Students may take as many times as desired, but only three credits will count towards major/minor. Prerequisite: FRE 202 or equivalent. Offered Fall, Spring.

FRE 327 Cr.1  
**Grammar Review**  
A course designed to provide additional practice and review of French grammar and syntax. Students will engage in focused writing assignments that will allow them to master frequently occurring grammar structures (e.g., past tenses in narration, objective pronouns, relative pronouns.) Prerequisite: FRE 202. Offered Spring.

FRE 331 Cr.3  
**French Phonetics**  
An emphasis on French vocalic sounds, phonetic transcription, and practice in pronunciation. Prerequisite: FRE 202 or concurrent enrollment. Offered Spring.

FRE 351 Cr.3  
**French Cinema**  
The course introduces students to film analysis and visual literacy while presenting the development of French cinema in its historical and theoretical context. It also includes a study of film adaptations of various literary genres. Lect. 3, Lab. 1. Prerequisite: FRE 300 or FRE 301. Offered Spring - Odd Numbered Years.

+FRE 395 Cr.3  
**French Literary Voices in English**  
This course is designed to be an exploration of Francophone literature using a thematic approach. Students will read, discuss, and write about great texts written in French and translated into English. Texts will include short stories and novels by writers from the classical French canon (e.g., Maupassant, Voltaire, Flaubert, Hugo) and those from the Global French world (e.g., Laye, Memmi, Begag, Ba). Prerequisite: sophomore standing. Offered Fall - Even Numbered Years.

FRE 403 Cr.3  
**Studies in French/Francophone Literature**  
A course designed to explore social, political, and cultural issues as related in literary works of authors of French-speaking countries. Specific topics vary by semester but may include "Voices from Quebec" or "Francophone Women Writers". Prerequisite: FRE 305 or FRE 351 or FRE 395. Offered Spring - Odd Numbered Years.
Occasionally.
Prerequisite: two advanced french courses; junior standing. Offered language, civilization or literature. Repeatable for credit - maximum six.

Independent Study

FRE 498/598 Cr.1-3

FRE 499/599 Cr.1-3

Independent Study

Fieldwork, research, individual projects in a specific area of French language, civilization or literature. Repeatable for credit - maximum six. Prerequisite: two advanced french courses; junior standing. Offered Occasionally.

Geography (GEO) - Courses

Courses

+GEO 102 Cr.3

Maps and Society

This course introduces all aspects of maps and how they affect the individual in society. It examines the evolution of maps, the map as an art form, the map as a communication medium for spatial knowledge, the meaning of maps and their relationship to culture and society past and present, the influence of maps on an individual through mass media and the Internet, and the way maps reflect personal and societal points of view. It focuses on privacy and civil liberty issues of the individual in the age of digital information where maps and map databases can disclose the privacy of personal space. In addition, today's GIS maps (in planning, in marketing, in hazard controls, etc.) embed substantial amounts of personal information that can affect personal security and how our lives are directly, indirectly, knowingly, and unknowingly influenced. Offered Fall, Spring.

+GEO 110 Cr.3

World Cultural Regions

This course provides an understanding of the global distribution of world cultures. The cultural, economic and natural patterns and their interrelationships are examined on a global and regional scale. The development and distribution of cultural regions within countries are included when appropriate. Offered Fall, Spring.

+GEO 200 Cr.3

Conservation of Global Environments

Introduction to natural resources, resource management, environmental and land use ethics, environmental impacts of resource utilization and strategies to resolve environmental conflicts. Course examines the relationships between society and the environment from the global to the local scale. Offered Fall, Spring.

GEO 201 Cr.3

Geography of United States and Canada

Physical and cultural characteristics of United States and Canada. Changing patterns of land use and the accompanying economic and cultural development of the various regions. Offered Occasionally.

+GEO 202 Cr.3

Contemporary Global Issues

This course will offer a contemporary multi-disciplinary perspective regarding the major issues and trends confronting the global society as it enters the 21st century. Emphasis will be given to a critical review and assessment of the origin and present condition of the plethora of situations and problems affecting modern global society. The student will also learn to critically evaluate current and future events. The course will incorporate the views and approaches of the following disciplines: sociology/anthropology, economics, geography, political science, and history. Students may only earn credit in one of the following: ANT 202, ECO 202, GEO 202, HIS 202, POL 202, SOC 202. Offered Fall, Spring.

+GEO 102 Cr.3

Maps and Society

This course introduces all aspects of maps and how they affect the individual in society. It examines the evolution of maps, the map as an art form, the map as a communication medium for spatial knowledge, the meaning of maps and their relationship to culture and society past and present, the influence of maps on an individual through mass media and the Internet, and the way maps reflect personal and societal points of view. It focuses on privacy and civil liberty issues of the individual in the age of digital information where maps and map databases can disclose the privacy of personal space. In addition, today's GIS maps (in planning, in marketing, in hazard controls, etc.) embed substantial amounts of personal information that can affect personal security and how our lives are directly, indirectly, knowingly, and unknowingly influenced. Offered Fall, Spring.

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GEO 204 Cr.3
**Geography of Wisconsin**
Geographic patterns in Wisconsin. Physiographic regions, climate, population distribution, resources and their use, agriculture, industry, transportation, and urban growth. Offered Occasionally.

GEO 208 Cr.3
**Applications of Geographic Information Systems I**
An introduction to applied aspects of Geographic Information Systems. GIS software, with an emphasis on ArcGIS, will be used to develop working proficiency with basic GIS procedures and applications. Topics include data input and output, forming queries, data overlay processes, and creating map layouts. Prerequisite: not open to geography majors. Offered Occasionally.

ESC/GEO 250 Cr.3
**Maps and GIS**
Students will acquire fundamental knowledge and learn key concepts underlying spatial data, different map types and uses, thematic symbolization and visualization, and spatial analytical techniques. They will learn how to critically assess and communicate knowledge concerning spatial environments. Students will also learn how to use GIS and Web mapping technologies. Lect. 2, Lab 2. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Fall, Spring.

ESC/GEO 270 Cr.1-3
**Geographic Themes**
Specifically selected topics or skills which may be designed for the interest of special groups will be offered with formalized instruction and methodology appropriate to geography and/or earth science. This course may be counted as an elective in the geography major or earth science minor at the discretion of the Geography/Earth Science Department. Prerequisite may be required at the discretion of the department. Repeatable for credit – maximum six. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Occasionally.

GEO 300 Cr.3
**Population Geography**
A systematic analysis of the population of the world and the geographic factors influencing human existence. A study of the origin and distribution of populations and the cultural features with which they are associated. Offered Occasionally.

GEO 304 Cr.3
**Geography of Europe**
Geographic factors in the changing physical, political, cultural and economic patterns in Europe. Emphasis on northwestern, central, and southern Europe and their importance in world affairs. Offered Occasionally.

GEO 306 Cr.3
**Economic Geography**
This course introduces students to the global economic patterns which have shaped and conditioned the world of the 1990s, and the salient economic geography models and approaches which help to explain such patterns. Elements emphasized include the evolution of social and economic organization; the globalization of economic activity since the late 1400s; the interconnectivity of development and underdevelopment; and the relationship between development and social environmental problems. Prerequisite: GEO 110 or ECO 110 or HIS 101 or ANT/ECO/GEO/HIS/POL/SOC 202. Offered Occasionally.

GEO 307 Cr.3
**Political Geography**
A real differentiation and analysis of relationships between geographic factors and political entities. This includes physical environment, organization of space, cultural influences, and economic capabilities. Offered Occasionally.

GEO 308 Cr.3
**Applications of GIS II**
Advanced exploration of geographic information systems tools and applications. GIS software, with an emphasis on ArcGIS, is used to develop advanced GIS skills. Topics include: working with coordinate systems, editing and managing relational databases, working with ArcGIS extensions, and GIS project management. Prerequisite: GEO 208. Not open to geography majors. Offered Occasionally.

GEO 309 Cr.3
**Urban Geography**
Geographical study of cities, their form, function, site and situation. Classification of cities, urban land use patterns, and the role of the city within its region. Offered Occasionally.

GEO 310 Cr.3
**Transportation Geography**
Transportation geography is the study of the movement of people and commodities across the earth's surface. It deals with the spatial interactions between people and places. This course is designed to introduce you to the study of transportation systems from a geographic perspective. One can think of transportation as a service that the transportation industry offers travelers to insure mobility. The relation between the supply for transportation and the demand for moving people and goods characterize the performance of the transportation system. Such performance is extremely important for our sustainability as it relates to the well being of our economy, society and environment. Studying a transportation system and its performance entails the analysis of various aspects that relate to infrastructure, vehicles, and operations by which vehicles are operated using the available infrastructure. The effective management of transportation systems requires an understanding of various concepts and analytical methods that are often used by transportation professionals to make informed decisions about transportation policy. While transport geographers study a wide range of topics, the focus of this introductory course is on: theoretical and practical concepts of transport geography, current transportation issues and problems, and analytical methods for describing, analyzing and modeling transportation systems using GIS software. Prerequisite: GEO/ESC 250. Offered Annually.

GEO 312 Cr.3
**Geography of Africa**
Cultural, physical and economic characteristics including the bases of problems in socio-economic development are investigated from a geographic perspective. Resources, regions, and world ties are studied. Offered Occasionally.

GEO 318 Cr.3
**The Geography of Latin America & the Caribbean**
The cultural and physical characteristics of Latin America and the Caribbean region are systematically examined and explained. This includes an examination of diverse physical and 'built' environments that encompass this region, from the borderlands of northern Mexico to the Tierra Del Fuego of the south; from the lush tropical environments of the Amazon, Jamaica, and Puerto Rico, to the Altiplano and arid regions of the west; from disparate lowlands to the startling mountain zones of the Andes. Indigenous civilizations which developed out of unique arrangements with these complex environments as well as those imposed and imported since 1500 will be explored in depth. Offered Occasionally.
ESC/GEO 321 Cr.3  
**Sustainable Development and Conservation**

This course is designed to engage students in critical thinking with regard to how the current momentum in environmental conservation is shaping global development practices. The dual and seemingly conflicting mandates of conservation and development are examined not only through theory but also case studies from different parts of the world. Offered Annually.

GEO 328 Cr.3  
**Geography of East and Southeast Asia**

The geography of China, Japan, the Koreas, and Mongolia; the geography of the 10 states of Southeast Asia, including Indonesia, Thailand, Vietnam, Philippines, and Burma. Contemporary geopolitical problems and prospects; East Asia and the world; primordial and historical factors contributing to identity and conflict. The course emphasizes human-cultural patterns, salient physical characteristics, and the relationship between these. Offered Occasionally.

GEO 331 Cr.3  
**Geography of the Middle East, Central and South Asia**

Cultural, physical and economic elements of this predominantly Islamic domain are examined from a geographic perspective for a better understanding of this region of the world. Cultural and socio-economic impact of these regions on other regions and cultures of the world, including their resources, are investigated. Offered Occasionally.

GEO 340 Cr.3  
**Earth’s Polar Regions**

The geography of the Arctic and Antarctic. Physical environment, climate, terrestrial and marine ecosystems, natural resources and development, exploration, governance, indigenous peoples, and anthropogenic impacts. Comparisons and contrasts between the circumpolar northern Arctic region and the southern continent of Antarctica. Connections of the polar regions to global processes and international issues. Offered Occasionally.

ESC/GEO 345 Cr.3  
**Remote Sensing**

Introduction to remote sensing, emphasizing satellite multispectral observations of the earth applied to such fields as agriculture, forestry, water resources, urban and regional planning, and environmental assessment. Upper Midwest and selected areas worldwide are explored with visual and digital image processing techniques. (Cross-listed with ESC/GEO, may only earn credit in one department.) Offered Fall.

ARC/ESC/GEO 347 Cr.3  
**Geoarchaeology**

An applied course on the contribution of earth sciences to the interpretation of archaeological contexts. This course will consist of field, lab and lecture components. Emphasis is placed on the methods of geoarchaeology and the applications of selected earth science fields to archaeological problems. Field trips will be a required component of the course in order to complete field descriptions and sampling. Prerequisite: ARC 196 or ESC 222 or ESC/GEO 426 or ESC/GEO 430. (Cross-listed with ARC/ESC/GEO; may only earn credit in one department.) Offered Occasionally.

ESC/GEO 355 Cr.3  
**Map Design and Geovisualization**

In this course students will learn about the process of making maps, how to acquire and appropriately manipulate spatial data, and how to design clear, compelling, and beautiful maps. In addition to the key theories underlying the cartographic discipline, students will learn technical skills to enhance their other research interests and make them far more competitive on the job market once they graduate. Students will apply their knowledge about map design using cutting edge software. Lect. 2, Lab 2. Prerequisite: GEO/ESC 250. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Fall.

ESC/GEO 385 Cr.3  
**Introduction to Geographic Information System and Science**

An introduction to both theoretical and applied aspects of Geographic Information Systems (GIS). GIS software, with an emphasis on ArcGIS, will be used to explore geographic questions. Hands-on exercises pertaining to environmental science, natural resource management, business, and urban planning will be used to complement lecture material. Topics will include data organization, database structure, input and output, data quality, and geographic analysis of spatial and attribute data. Lect. 2, Lab. 2. Prerequisite: ESC/GEO 250, MTH 145. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Fall, Spring.

ESC/GEO 390 Cr.3  
**Geographic Field Methods**

Covers fundamental concepts of field methods as applied to physical, cultural, urban and environmental geography. Students will gain experience in sampling, field surveying, GPS mapping, and observational data collection techniques. Includes reconnaissance and detailed surveys using current methods, GPS and field equipment; and practical integration of field data into a geographic information system. Lect. 2, Lab. 2. Prerequisite: ESC/GEO 385 or concurrent enrollment. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Fall.

ESC/GEO 401 Cr.1  
**Focus on Geography: A Capstone Course**

A seminar-style course designed to prepare students for graduate school and/or a career in geography/earth science. This course will cover the basic concepts of interviewing, graduate school application, oral presentation of a topic, and the writing of professional abstracts. The development of the field will be studied by the reading and discussion of landmark articles in geography and earth science. Students are expected to actively participate in the assessment of their major. Prerequisite: senior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Pass/Fail grading. Offered Fall.

ECO/GEO/HIS/POL/PSY/SOC 408 Cr.4  
**Teaching and Learning History & Social Studies in the Secondary School**

This course will be integrated with a field experience. In the context of a real classroom, teacher candidates will learn how to plan for and assess student learning in history and social sciences. With a focus on content knowledge, teacher candidates will plan a variety of meaningful learning experiences, assess student learning, and monitor and modify instruction to best support the individual learners in the classroom. The teacher candidate will design, enact, and assess activities that advance student understanding to more complex levels. Teacher candidates will gain experience in monitoring the obstacles and barriers that some students or groups of students face in school and learn how to design learning experiences to support all learners. Prerequisite: EDS 351. (Cross-listed with ECO/GEO/HIS/POL/PSY/SOC; may only earn credit in one department.) Offered Fall, Spring.
ESC/GEO 422/522 Cr.3

Meteorology and Weather Forecasting
Various principles and laws which govern the behavior of the atmosphere are investigated. Laws of gases and radiation, energy exchange between the earth and the atmosphere, laws of motion, various forces governing atmospheric motion, atmospheric moisture and psychrometry, condensation, precipitable water and precipitation, atmospheric stability/instability, thermodynamic characteristics of the atmosphere, vorticity, and synoptic meteorology are discussed. Surface and upper-air charts, synoptic patterns, thermodynamic charts, radar and satellite images, and weather patterns are analyzed for weather forecasting. Prerequisite: ESC 101 or equivalent; junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Spring.

ESC/GEO 425/525 Cr.3

Biogeography
A systematic analysis of the geographic distribution of organisms from historical, ecological and regional perspectives. Emphasis is placed on the principles and the methods of biogeography. Special reference is made to bio-geographic regions, the distribution of organisms in space and time, and ecological biogeography. Prerequisite: ESC 221; junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Alternate Years.

ESC/GEO 426/526 Cr.4

Soil Morphology and Genesis
A comprehensive study of soils around the world and the factors and processes that drive their formation and dynamic evolution. Emphasis is placed on soil morphology, pedogenesis, and biogeochemical influences within the soil environment. A one-credit lab section is devoted to the hands-on exploration and study of soils through laboratory and field exercises. Prerequisite: ESC 221 or ESC 222. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Occasionally.

ESC/GEO 427 Cr.3

Water Resources
A study of physical water resources systems and management and utilization of water as a resource. Class activities will include seminars on critical water resource management issues and hands-on analysis of pertinent data, including exercises in Geographic Information Systems. Prerequisite: ESC 221 or ESC 222. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Alternate Years.

ESC/GEO 430/530 Cr.3

Fluvial Geomorphology
A systematic study of the interactions between flowing water and surface landforms. Emphasis is placed on watershed and stream development, sediment transport and storage, flow frequency analysis, and applications of fluvial principles to river management and stream restoration. Class activities will include field exercises in the La Crosse region, mathematical analysis of hydrologic variables, and spatial analysis with Geographic Information Systems. Prerequisite: ESC 221 or ESC 222. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Spring - Odd Numbered Years.

ESC/GEO 440/540 Cr.3

Geographic Interpretation of Aerial Photographs
Systematic applications of aerial photographs in the interpretation and analysis of geographic problems. Emphasis is placed on the interpretation of digital photographs within a geographic information system. Topics include urban and rural land use, natural resource, and environmental assessment. Lect.2, Lab 2. Prerequisite: ESC/GEO 385; junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Occasionally.

ESC/GEO 445/545 Cr.3

Advanced Remote Sensing
Advanced techniques of digital satellite and airborne image analysis and processing, emphasizing theory and applications in natural resource, land use and environmental assessment. Includes practical approaches to integrating imagery with geographic information systems for spatial analyses and decision making. Data acquisition, integrity, manipulation, formatting, storage, and retrieval are also examined. Prerequisite: ESC/GEO 345. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Spring.

ESC/GEO 450 Cr.3-12

Geography Internship
Practical experience with a variety of organizations where the student’s geographic background and training can be utilized to advantage. Students are placed in carefully selected positions screened by the department. Actual work supervision is accomplished by personnel of the selected agency and the department staff coordinator. A maximum of five credits may be counted toward the non-education major. Prerequisite: geography major; cumulative GPA of 2.25 with a minimum of 2.75 GPA in geography; junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESC/GEO 455/555 Cr.3

Web Mapping
In this course, students will learn how to produce and design interactive Web maps for communication. Web maps take many forms and they are continually changing. Thus, the objective of this course is to do two things: (1) develops proficiency in the scripting languages and tools most frequently used to design and create these maps; and (2) teaches the theory and concepts underlying good Web map design so that as the technologies change in the future students will still be able to design effective Web maps. At the end of this course, students will be able to design a Web map from scratch. Lect. 2, Lab 2. Prerequisite: ESC/GEO 250; ESC/GEO 355; junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Spring.

ESC/GEO 460/560 Cr.3

Environmental Hazards and Land Use
Environmental processes are investigated in light of the hazards they might pose for development and how they may be avoided or mitigated by proper land use planning. Prerequisite: ESC 221 or ESC 222. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Occasionally.

ESC/GEO 470/570 Cr.1-3

Special Topics in Geography/Earth Science
Specifically selected topics or skills which may be designed for the interest of special groups will be offered with formalized instruction and methodology appropriate to geography and/or earth science. May be counted as an elective in the geography major or earth science minor at the discretion of the Geography/Earth Science Department. Prerequisite may be required at the discretion of the department. Repeatable for credit - maximum six. Prerequisite: junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Occasionally.

ESC/GEO 476/576 Cr.1-3

Geography/Earth Science Topics for Teachers
Selected topics in geography and/or earth science pertinent to applications in the teachers’ classrooms. Courses are designed to meet the needs of teachers so that they may implement the course material into their classroom teaching. Prerequisite: junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Occasionally.
GEO 485/585 Cr.3  
**Advanced Geographic Information Science**  
Advanced theories in geographic information systems database structures, advanced applications, database transfers, database management, use of census data, spatial analysis, and decision-making. Emphasis on ARCGIS and its applications. Integration of GIS with remote sensing and GPS. Lect. 2, Lab. 2. Prerequisite: MTH 145; ESC/GEO 385; junior standing. Offered Spring.

GEO 488 Cr.3  
**Spatial Data Analysis**  
Theory, methods, and techniques for quantitative analysis of spatial data. Students will learn and employ basic quantitative techniques for describing, modeling, and analyzing spatial data. This course explores point pattern analysis, methods for continuous data, and spatial regression. Focus will be on the interpretation and the application of spatial data analysis techniques to address geographic problems. Prerequisite: MTH 145. Offered Occasionally.

ESC/GEO 490/590 Cr.2-3  
**Independent Study**  
Individual readings and investigation of selected problems in geography. Open to senior majors and minors with a "B" (3.00) average in geography. Registration with consent of regular advisor, instructor, department chairperson, and the dean of the college in which the student is enrolled. Repeatable for credit - maximum six. Maximum three credits applicable to major. Maximum three credits from any instructor. Prerequisite: junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Consent of instructor. Offered Fall, Winter, Spring, Summer.

ESC/GEO 495/595 Cr.1-3  
**Seminar in Geography/Earth Science**  
Investigation into various topics in geography or the earth sciences. Varying topics will be offered at intervals with a specific title assigned to each. Prerequisite: two semesters of geography and/or earth science. Additional prerequisite may be required by the instructor. Repeatable for credit - maximum six. Variable topics; check semester timetables. Prerequisite: junior standing. (Cross-listed with ESC/GEO; may only earn credit in one department.) Offered Occasionally.

ESC/GEO 499 Cr.1-3  
**Undergraduate Research**  
Individual research by an advanced student under the supervision of a faculty member in the geography/earth science department. The student must present a written report and either have their work published in an appropriate journal or presented either orally or by poster at a conference acceptable to the department chair and adviser. A contract must be signed by the student, the project advisor, the student's advisor and the Geography/Earth Science Department Chair. Repeatable for credit - maximum three. Three credits may be applied to a major or minor in geography and earth science. Prerequisite: 12 credits of geography and/or earth science with six of the credits numbered 300 or above, or consent of the instructor and department chair. (Cross-listed with GEO/ESC; may only earn credit in one department.) Offered Fall, Winter, Spring, Summer.

### German (GER) - Courses

+ next to a course number indicates a general education course

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**Courses**

**GER 101 Cr.4**  
**Elementary German I**  
The first of two introductory courses in German. The five language skills: listening, speaking, writing, reading, and culture are introduced. Offered Fall, Spring.

**+GER 102 Cr.4**  
**Elementary German II**  
The second introductory course in German comprehension, speaking, writing, reading, and culture. Prerequisite: GER 101 or placement based on UW System Placement Test scores. Offered Fall, Spring.

**GER 201 Cr.4**  
**Intermediate German I**  
The first of two intermediate-level German courses. Students continue to develop all language skills with special emphasis placed on refining speaking and listening comprehension. Prerequisite: GER 102 or placement based on UW System Placement Test scores. Offered Fall, Spring.

**+GER 202 Cr.4**  
**Intermediate German II**  
The second of two intermediate-level German courses. Students continue to develop all language skills with special emphasis placed on refining reading and writing in German. Prerequisite: GER 201 or placement based on UW System Placement Test scores. Offered Fall, Spring.

**GER 300 Cr.3**  
**Advanced German**  
Development of all German language skills with emphasis on reading and writing. Prerequisite: GER 202 or equivalent. Offered Fall.

**GER 301 Cr.3**  
**An Introduction to German Literature**  
A beginning literature course designed to teach the student to read with depth and critical ability. Emphasis will be on German theatre, the short story, and poetry. Prerequisite: GER 202 or equivalent. Offered Spring - Odd Numbered Years.

**GER 311 Cr.3**  
**German Conversation and Composition**  
Practice in oral and written German to gain fluency in idiomatic style. Prerequisite: GER 202 or equivalent. Offered Fall - Even Numbered Years.

**GER 313 Cr.3**  
**German Grammar and Composition**  
An intensive study of German grammar and stylistics with an emphasis on controlled compositions. Prerequisite: GER 202 or equivalent. Offered Spring - Odd Numbered Years.

**GER 315 Cr.3**  
**Business German**  
A course designed to prepare advanced students in German to communicate effectively in the business world. Intensive practice in oral comprehension, speaking, writing, utilizing special, topical vocabulary related to international commerce. Prerequisite: GER 202 or equivalent. Strongly recommend MGT 100 or concurrent registration in MGT 100. Offered Fall - Even Numbered Years.
GER 320 Cr.3
**German Civilization: 1870-Reunification**
A topical and contrastive approach to German culture and civilization. A study of the social and political organization of Germany from 1870 to reunification in 1989, based on an historical perspective with special emphasis on the forces which led to National Socialism and the division of Germany after World War II. Milestones in German cultural history prior to 1870 will be touched on briefly. Prerequisite: GER 202 or equivalent. Offered Fall - Odd Numbered Years.

GER 321 Cr.3
**German Civilization: 1870-Present**
A study of contemporary life in the German-speaking world with particular emphasis on the Federal Republic since unification. Topics include unification, the political system, the educational system, and the geography of the region. The multi-cultural aspects of Germany, Austria, and Switzerland will be highlighted. Prerequisite: GER 202 or equivalent. Offered Spring - Even Numbered Years.

GER 326 Cr.1
**Current Events**
A weekly discussion of current events in the German-speaking world, based on readings and television broadcasts in the target language. This course is one of four one-credit elective courses offered in the German studies program. A maximum of six credits from a combination of GER 326, GER 327, GER 328, and GER 329 will be applicable to the German majors or minors. (Each individual course can only be taken three times for a total of three credits.) Prerequisite: GER 202 or equivalent. Offered Annually.

GER 327 Cr.1
**Grammar Review**
A course designed to provide additional practice and review of German grammar and syntax. Students will engage in focused writing assignments that will allow them to master frequently occurring grammar structures (e.g., past tenses in narration, object pronouns, relative pronouns, adjective endings.) This course is one of four one-credit elective courses offered in the German studies program. A maximum of six credits from a combination of GER 326, GER 327, GER 328, and GER 329 will be applicable to the German majors or minors. (Each individual course can only be taken three times for a total of three credits.) Prerequisite: GER 202 or equivalent. Offered Annually.

GER 328 Cr.1
**Short Stories**
A course designed to help students improve their reading and writing skills in German. Through the study of short stories, students will learn reading strategies, build their vocabulary, and review relevant grammar concepts. This course is one of four one-credit elective courses offered in the German studies program. A maximum of six credits from a combination of GER 326, GER 327, GER 328, and GER 329 will be applicable to the German majors or minors. (Each individual course can only be taken three times for a total of three credits.) Prerequisite: GER 202 or equivalent. Offered Annually.

GER 329 Cr.3
**German Conversation and Phonetics**
A study of the German-language sound system. Students learn the IPA (International Phonetic Alphabet) modeling their speech after native speakers -both live and from recorded materials. Sound patterns are reinforced through conversational exercises which are based upon current events, readings, and cultural nuances. Prerequisite: GER 202 or equivalent. Offered Spring - Every Third Year.

GER 351 Cr.4
**Films in German**
The study of the German-speaking world film viewing, discussion and writing assignments will all be in German. Lect. 3, Lab. 2. Prerequisite: GER 202 or equivalent. Offered Occasionally.

+GER 398 Cr.3
**German Thinkers and Popular Culture**
A course that critically examines instances of popular culture such as Hollywood movies, reality TV, pop songs, social media sites, and bestselling novels through the lens of various philosophical traditions. Focusing predominantly on German thinkers from the 18th-20th centuries such as Kant, Schopenhauer, Nietzsche, Freud, and Benjamin, the course explores how their ideas can help a person today find deeper meaning in pop culture, as well as how pop culture might aid in understanding these thinkers’ difficult theories. Taught in English. Offered Fall - Odd Numbered Years.

GER 403 Cr.3
**Studies of German Literature**
A course designed to introduce students to great works of German literature. The course will center on representative writings by leading authors of the 19th, 20th, and 21st centuries whose works illustrate important aspects of German history and culture. In general these will be longer works of fiction and/or multiple works by such writers as Kafka, Goethe, Kleist, Mann, Boll, Grass, Wolf, etc. Works and authors will vary. Offered Fall - Odd Numbered Years.

+GER 399 Cr.3
**German Literature in Translation**
A course designed to introduce students to great works of German literature. The course will center on representative writings by leading authors of the 19th, 20th, and 21st centuries whose works illustrate important aspects of German history and culture. In general these will be longer works of fiction and/or multiple works by such writers as Kafka, Goethe, Kleist, Mann, Boll, Grass, Wolf, etc. Works and authors will vary. Offered Fall - Odd Numbered Years.

GER 406 Cr.3
**Contemporary German Literature**
From naturalism to the present. Selected novellas, novels, and drama by Rilke, Kafka, Mann, Brecht, Duennematt, Grass, and others. Prerequisite: GER 202 or equivalent. Offered Occasionally.

GER 450 Cr.1-4
**National/International Intern Program**
A course in German individually tailored to fit career needs: cultural awareness, technical vocabulary in German to prepare students who elect internship credits in other departments. German minors or other students having the equivalency of GER 202 may elect to take these credits off campus. Repeatable for credit - maximum four. Prerequisite: a declared major in department offering intern program or a declared minor in German. Offered Occasionally.
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Health Education (HED) - Courses

+ next to a course number indicates a general education course.

Courses

**HED 101 Cr.2**

**Personal Health**
The dynamics of health in modern life in a rapidly changing world; modern concepts of health, disease, and longevity; current medical findings relative to weight control, emotional health, human sexuality, family planning, venereal and other disease control, drug abuse, environmental health and quackery are included. Offered Occasionally.

**HED/WGS 201 Cr.1**

**Social Justice and Peer Education**
This course both educates students on social justice issues they face while in college and prepares them to be able to give presentations to peers in residence halls, classrooms, athletic teams, and student organizations with the goal of effecting social change. Subject matter will respond to campus needs. Repeatable for credit - maximum three. Prerequisite: WGS 100 or WGS 130 or EFN 205 or ERS 100; CST 110 recommended. (Cross-listed with HED/WGS; may only earn a max of three credits.) Pass/Fail grading. Offered Occasionally.

**HED 205 Cr.3**

**Introduction to Health and Wellness Education**
Introductory concepts related to the field of health education are examined. Basic principles, philosophies, and issues related to school health and community health education are presented. This course serves as an entry level course for both the school and community health tracks. Offered Occasionally.

+**HED 207 Cr.3**

**Youth Health Issues**
This exploratory course is designed to identify the health issues that affect youth throughout various stages of their development. Societal institutions that support the healthy growth and development of youth will be identified, while students consider strategies that enable the healthy mental/emotional, physical, and social development of today’s youth between the ages of 4-18. Offered Fall, Spring.

**GER 499/509 Cr.1-3**

**Independent Study**
Fieldwork, research, individual projects in a specific area of German language, civilization or literature. Repeatable for credit - maximum six. Prerequisite: two advanced German courses; junior standing. Offered Occasionally.

**HED 250 Cr.1-3**

**Health Education Forum**
Examination of current issues and problems in health education. Varying topics selected to extend the students’ knowledge in contemporary health issues, as determined by the Health Education Department. Repeatable for credit - maximum six. Offered Occasionally.

**GER 320 Cr.3**

**The U.S. Health Care System**
This course provides an overview and a developmental summary of the U.S. health care system and its driving forces and offers comparisons to other national health systems. Content includes major elements of the health care system and a consideration of today’s major health policy issues in a historical, economic, and political context. The course will also explore current issues confronting the health care system, raise important concerns and questions related to the different approaches to health care delivery, and identify key ethical issues. Offered Fall, Spring.

**HED 345 Cr.3**

**Issues in Mental and Emotional Health**
This course examines the determinants of emotional and mental health which form a basis for health and healthy choices. A variety of constructs including, but not limited to resiliency, family and social processes, self-concept and learning that form the foundation for emotional and mental health will be presented and discussed. Students will be encouraged to deepen their commitment to effective teaching and learning. Prerequisite: HED 205. Offered Fall, Spring.

**HED 346 Cr.2**

**Health Behavior Change**
Skills, concepts, and processes for individualized health teaching. The course will examine health behavior change as a technique in the overall treatment of prevention of health problems. The approach is an integration of education, behavioral intervention, and health counseling. Prerequisite: PSY 100. Offered Occasionally.

**GER 408/508 Cr.1-2**

**Microcomputer Applications in Health Education**
This course is designed for both school health educators and community health educators. The course will focus on current software programs available for professionals in the health field. Students will be exposed to and learn to utilize a sampling of current software available, as well as assessment techniques to evaluate these programs. Prerequisite: junior standing; health education major or minor. Offered Occasionally.

**HED 409/509 Cr.1**

**Stress Management and Relaxation Skills**
An introduction to the detrimental effects of stress on an individual and the corresponding benefits of regular relaxation. This course will emphasize the basic skills of relaxation and will provide an experience that focuses on the practical application of these skills in one’s life. Prerequisite: junior standing. Offered Fall, Spring.
HED 412/512 Cr.1-3

Women's Health Issues
This course will provide an opportunity for participants to identify major health issues confronting women today and to examine appropriate health prevention and health promotion lifestyle choices. It will explore health issues from the traditional medical model to the holistic model and provide a comprehensive overview of critical, contemporary women's health issues. Repeatable for credit - maximum three. Prerequisite: junior standing. Offered Spring.

HED 417/517 Cr.1

Understanding Child Abuse
This course will provide an opportunity for students to develop an understanding of the dynamics of child abuse as well as a practical framework from which to provide services to abused children and their families. Prerequisite: junior standing. Offered Occasionally.

HED 418/518 Cr.1

Youth Health Issues
An overview of youth health issues examining such topics as anorexia, drug abuse, suicidal tendencies, diseases, violence and emotional health problems. Effective ways of dealing with these issues in both the community and school setting will be discussed. Prerequisite: junior standing. Offered Occasionally.

HED 422/522 Cr.1

Sexual Abuse of Children
This course will provide an opportunity for participants to develop an in-depth understanding of child sexual abuse. Theoretical and research perspectives on the nature of abuse and its dynamics will be included as well as an update of available educational materials. Prerequisite: HED 417; junior standing. Offered Occasionally.

HED 423/523 Cr.1

Sexual Health Promotion Persons with Disabilities
This course is designed to provide health care and allied health professionals and teachers with an overview of sexuality issues regarding persons with physical disabilities, chronic illnesses, and developmental disabilities. Prerequisite: junior standing. Consent of instructor. Offered Occasionally.

HED 425/525 Cr.3

Violence and Injury Prevention
Participants will review the major forces leading to violent behavior and injury in the United States and globally. Trends over time will be carefully reviewed and analyzed in order to detect risk factors and protective factors. Violence and injury prevention strategies will be reviewed, resulting in the development of prevention and intervention proposals using community-based programming and curriculum development strategies. Prerequisite: junior standing. Offered Occasionally.

HED 436/536 Cr.1

Alcohol, Health, and Behavior
This course is intended to help individuals develop a more complete understanding of alcohol as a public health problem. Alcohol's impact on individuals, families, and society will be examined. Emphasis will be placed on information that will assist individuals in making intelligent decisions regarding the use of alcohol. Prerequisite: HPR 105; PSY 100 or PSY 212; junior standing. Offered Fall, Spring.

HED 437/537 Cr.3

Theories of Health Behavior
Overview of health behavior through the examination of health behavior theoretical constructs. Emphasis is on the application of behavior change theories and models to facilitate healthy behavior changes. Prerequisite: admission to the public health and community health education major. Offered Fall, Spring.

HED 439/539 Cr.1

Teaching Stress Management and Relaxation Skills
This course examines both theory and cognitive information regarding stress and relaxation and the practical application of this information in a professional setting. The main thrust of the class is on how to develop, implement, teach and evaluate stress management and intervention programs. Prerequisite: HED 409; junior standing. Offered Occasionally.

HED 441/541 Cr.3

Human Disease Prevention and Control
Presentations by medical experts in the recent progress in disease prevention and control. Knowledge of many disease processes and treatments will be discussed. Primarily designed for prospective health educators, to explore in depth, selected topic areas of communicable and chronic diseases. Prerequisite: junior standing. Offered Fall, Spring.

HED 447/547 Cr.1

The Body/Mind Connection in Health
Recent developments in health related research are demonstrating a close functioning relationship between the nervous, endocrine, and immune body systems. As the field of psycho-neuroimmunology expands, applications in health promotion, health care and education are being developed. Many of the findings and applications verify health and healing practices from alternative health traditions. This course provides an opportunity to study many of the developments in psychoneuroimmunology and their application in health, healing and learning. Implications for health education methods will also be explored. Health care, human service and education professionals will benefit from the practical information provided. A series of case studies will be the center of the learning experience. Prerequisite: junior standing. Offered Occasionally.

HED 449/549 Cr.1

Value Development for Health
Practical systematic process in values formulation for healthy living. Decision making and problem solving strategies for understanding of beliefs, attitudes and perception that affect health status. Experiential skill learning applicable to professional health promotion and personal well being. Prerequisite: HPR 105, PSY 100; junior standing. Offered Occasionally.

HED 467/567 Cr.1-2

Experiential Learning Strategies for Health Education
This course examines emerging educational processes, strategies, and issues and how they can be applied in the facilitation of health education and health promotion programs in the school and/or community setting. Topics will vary per offering and target audience. Prerequisite: SHE 210 or CHE 240 (or equivalent) or teacher certification; junior standing. Offered Occasionally.

HED 469/569 Cr.3

Drugs, Society and Human Behavior
This course is directed at introducing social, psychological, pharmacological, and cultural aspects of drug use, misuse, and abuse. In addition, the methods, materials, and theories of drug abuse prevention in the school and community will be introduced. Prerequisite: BIO 100 or BIO 103 or BIO 105; junior standing. Offered Fall, Spring.

HED 471/571 Cr.2

Health Education Responsibilities, Competency and Certification
Participants will have the opportunity to review the National Health Educator Competencies Update Project research resulting in a hierarchical model that serves as a framework for the Responsibilities and Competencies comprising the Entry, Advanced 1, and Advanced 2 levels. Each one of the seven Responsibilities will be examined with practitioner examples, and a review will be conducted for the Certified Health Education Specialist (CHES) national examination. Weekend and online formats. Prerequisite: junior standing. Offered Occasionally.
Health Information Management and Technology (HIMT) - Courses

HED 472/572 Cr.3
**Sexual Health Promotion**
A review of current information on health and human sexuality. Emphasis is given to biological, psychosocial, and educational aspects of human sexuality with special emphasis on instructional activities related to interpersonal communication, decision-making ability, and clarification of values. Prerequisite: ESS 205 or BIO 312; ESS 206 or BIO 313; junior standing. Offered Fall, Spring.

HED 473/573 Cr.3
**Health Aspects of Aging**
An exploration of the lifelong aging process and an examination of health factors affecting the elderly. Emphasis is given to the changes in a variety of health areas including, but not limited to, physical activity, nutrition, mental health, long-term care, sexuality, and death, dying and grief. The course will also include a service-learning component. Prerequisite: HED 205, CHE 240; junior standing. Offered Fall, Spring.

HED 474/574 Cr.3
**Nutrition Education**
Basic principles of nutrition are covered as well as current problems and topics regarding both personal and world nutrition today. Designed for the public school teacher, the community health educator, or those in related fields. Prerequisite: junior standing. Offered Fall, Spring.

HED 477/577 Cr.3
**Grant-seeking in Health, Human Services and Education Programs**
The grant-seeking enterprise is studied and applied. Generic grant-seeking content, practices, and concepts are presented for application in most disciplines and areas of interest. Content includes locating and communicating with funding agencies, writing and reviewing grant proposals, analyzing requests for proposals (RFPs), using technology in grant-seeking, and implementing and evaluating grant-funded projects. Prerequisite: PH 340 or CHE 340; CHE 350; junior standing; admission to public health and community health education. Offered Fall, Spring.

HED 485/585 Cr.1-3
**Confrontations of Death**
This course is designed to allow students to consider death both generally and on an individual basis. Various programs and experiences will be used to help individuals confront their own mortality and its relationship with the vitality of life. Prerequisite: junior standing. Offered Occasionally.

HED 486/586 Cr.1
**Introduction to International Health**
An introduction to the world health conditions/status; the different health care delivery systems, manpower and resources of selected countries in Asia, Europe and Africa in comparison to the United States. The course is designed as a survey of the condition of health and health care in the international setting. The roles/functions/responsibilities of the major international agencies and the governments will also be discussed as they relate to health. Repeatable for credit - maximum three. Prerequisite: junior standing. Consent of instructor. Offered Occasionally.

HED 495/595 Cr.1-3
**Independent Study in Health Education**
Individualized study of areas not available in existing courses. Repeatable for credit - maximum six. Prerequisite: junior standing. Offered Fall, Winter, Spring, Summer.

**Courses**

HIMT 300 Cr.3
**Survey of Contemporary Computing**
This course provides a basic overview of contemporary information technology and computers. Topics include computer concepts (e.g., hardware, system architectures, operating systems), communication technologies, and data organization/structures. It introduces the student to the electronic health record, with a special emphasis on database management systems and data warehousing. Consent of department. Offered Fall, Spring.

HIMT 310 Cr.3
**Healthcare Systems and Organizations**
This course provides an overview of how healthcare and public health are organized and how their services are delivered in the United States. Topics to be covered include public policy (including U.S. health reform initiatives); organization of healthcare systems; components and operation of healthcare organizations including e-health delivery, professional roles and accreditation; legal and regulatory issues, including licensure requirements. Consent of department. Offered Fall, Spring.

HIMT 320/IS 321 Cr.3
**Survey of Information Technology in Healthcare**
In this course essential information technologies in healthcare (HITs) will be surveyed. Many important healthcare information systems (HISs) are built upon three categories of HITs: data processing technologies, information reporting technologies, and decision supporting technologies. Specific subjects pertaining to these technologies will be identified and introduced. Prerequisite: Students cannot earn credit in both HIMT 320 and IS 321. Consent of department. Offered Fall, Spring.

HIMT 330 Cr.3
**Healthcare I: Terminology and Body Systems**
This course will examine specific terminology and vocabulary used by healthcare providers and support staff. The focus of this course is on medical terminology which covers human anatomy and physiology, body systems, and diagnoses and procedures. The structure of medical terms will be examined - such as prefixes, suffixes, roots, and combined forms. Topics will also include healthcare taxonomies and nomenclatures (ICD-9-CM, ICD-10, etc.). Prerequisite: UW Colleges BIO 101 Concepts of Biology or equivalent. Consent of department. Offered Fall, Spring.

HIMT 340 Cr.3
**Ethical Issues, Security Management and Compliance**
This course introduces three broad subjects: 1) evidence-based medical ethics pertaining to healthcare information management; 2) framework of healthcare information security management including security principles, policies and procedures, security management models, risk assessment, and protection mechanisms; and 3) healthcare regulations and compliance with focuses on the legislative systems, policies, and legal environment of healthcare in the US and the existing health information laws, regulations and standards. Also addressed are the elements and development of compliance programs. Prerequisite: Students cannot earn credit in both HIMT 340 and IS 340. Consent of department. Offered Fall, Spring.

HIMT 345 Cr.3
**Programming and Software Development**
Introduction to object-oriented programming paradigm, object-oriented systems analysis and design, fundamental data structures, and n-tier software design. Examination of the role of each in the software development process. Prerequisite: HIMT 300 or concurrent enrollment. Consent of department. Offered Fall, Spring.
HIMT 350 Cr.3

Statistics for Healthcare

This is an introductory course in statistical methods for the health sciences. The course will emphasize the principles of statistical reasoning, underlying assumptions, hypothesis testing, and careful interpretation of results. Some topics covered: major study designs, descriptive statistics, graphical displays of data, probability, confidence intervals and tests for means, differences of means, sample size and power, differences of proportions, chi-square tests for categorical variables, regression, multiple regression, and non-parametric statistics. Prerequisite: UW Colleges MAT 105 Introduction to College Algebra or equivalent. Consent of department. Offered Fall, Spring.

HIMT 355 Cr.3

Principles of Management for HIMT Professionals

This course provides an overview of basic principles involved in management and communication. Topics include basic management principles, communication skills, interpersonal communication competence, negotiation technique, team consensus building, professional development, and problem solving decision-making processes. Consent of department. Offered Fall, Spring.

HIMT 360 Cr.3

Healthcare II: Survey of Disease and Treatments

This course further investigates the topics covered in HIMT 330 Healthcare I. On the basis of each body system, the course will further expand into the topics of human disease, human health issues, and classification of disease/health issues, including diagnostics, treatment, and clinical procedures that are currently in practice. In addition, the course will incorporate pharmacotherapeutic concepts (drugs and therapies to treat/prevent/control human disease/health issues), investigating the variety of drugs used for disease treatment for each body system. This will include the current biologicals that are used for treatment. Topics will include how the drugs and biologicals, their limitations, and the current diversity of available drugs and biologicals. Prerequisite: HIMT 330. Consent of department. Offered Fall, Spring.

HIMT 365 Cr.3

Healthcare Economics

Applications of microeconomic theory to analyze the behavior of health and healthcare markets. Topics will include: supply and demand of healthcare services, private health insurance markets, government provision of healthcare services and health insurance, and healthcare policy. Consent of department. Offered Fall, Spring.

HIMT 370 Cr.3

Healthcare Systems: Analysis and Design

This is the first course in a two-course sequence that addresses methods and techniques of healthcare information system (IS) analysis and design as performed within the system development life cycle. Included will be the definition of the problem, fact gathering, analysis, logical design, selection and evaluation of alternative healthcare information systems solutions from the point of view of the health provider and user. The course focuses on the problem solving process that leads to the development of logical IS solutions to applied healthcare programs. Prerequisite: HIMT 320. Students cannot earn credit in both HIMT 370 and IS 370. Consent of department. Offered Fall, Spring.

HIMT 375 Cr.3

Database Structures and Management Systems

Analyze and design databases to support computer-based information systems. Develop and implement relational database management systems using SQL. Topics include: data modeling techniques such as entity-relationship modeling, extended entity-relationship modeling, database constraints, database normalization techniques, and basic and advanced features of database query language SQL, etc. Prerequisite: HIMT 345. Consent of department. Offered Fall, Spring.

HIMT 380 Cr.3

Healthcare Billing, Coding, and Reimbursement

This course examines the coding and reimbursement connection; topics include managed care plans, prospective payment systems, Medicare-Medicaid reimbursement, Resource-Based Relative Value Scale, case mix management, and revenue cycle management. Prerequisite: HIMT 330; HIMT 360. Consent of department. Offered Fall, Spring.

HIMT 400 Cr.3

Healthcare Information and Technology: Data

This course explores the sources and data contents of healthcare information as well as the proper presentation of it for different usage levels. Topics addressed include: (1) data structure and use of health information (individual, comparative and aggregate), (2) type and content of health record, (3) data quality assessment, (4) secondary data sources, (5) healthcare data sets, (6) health information archival systems, and (7) National Healthcare Information Infrastructure (NHII). The course will also cover topics in bioinformatics. Prerequisite: HIMT 360. Consent of department. Offered Fall, Spring.

HIMT 410 Cr.3

Healthcare Systems: Implementation and Integration

Covers the back-end stages of healthcare systems development life cycle through the procurement route: development of technical design specifications, procurement procedures (RFP, RFQ, vendor evaluation and selection, and contracting), systems configuration and integration, installation, conversion, operation, and maintenance. Pre-installation testing and post-conversion auditing and monitoring will be emphasized to address the upcoming requirements of federal certification of EHR systems. Prerequisite: HIMT 300; HIMT 370. Consent of department. Offered Fall, Spring.

HIMT 415 Cr.3

Human Resource Management in Healthcare

This course examines the role of HIM professional in managing human resources to facilitate staff recruitment, retention, and supervision. Consent of department. Offered Fall, Spring.

HIMT 420 Cr.3

Healthcare Systems: Project Management

This course addresses the phenomenal impact information system (IS) projects have had on healthcare delivery. Students learn how IS healthcare projects affect organizations, doctors, patients, and chronic-illness treatments, as well as individuals interested in managing their own healthcare. Concepts and tools for IS healthcare project management, process reengineering and work redesign are introduced. The purpose of this course is to expose students to IS project management activities in healthcare settings. Topics covered include recent IS healthcare project trends, budgeting, scheduling, resource management, scope, risk analysis, and deployment controls. The genesis of healthcare project management is covered using specific cases and examples. Students cannot earn credits in both HIMT 420 and IS 420. Consent of department. Offered Fall, Spring.
HIMT 425 Cr.3
Data Warehousing and Mining
Examine the concept of the data warehouse and its effectiveness in supporting strategic decision making. Address the process of creating data warehouse/data-mart solutions from the identification of the enterprise informational and analytical needs to producing business intelligence by extracting information from the data warehouse by using data mining methods and models. Prerequisite: HIMT 375. Consent of department. Offered Fall, Spring.

HIMT 430 Cr.3
Quality Assessment and Improvement
This course examines the quality assessment and quality improvement cycle (plan, do, check, act) and the role of the HIT/HIM professional in the process. Tolls used in quality and risk management processes will be examined. Prerequisite: HIMT 350. Consent of department. Offered Fall, Spring.

HIMT 435 Cr.3
Data Communications and Computer Networks in Healthcare
This course provides fundamentals of data communications and networking techniques, and examines the linkage of information technology strategies and technological solutions enabling effective communication within and between healthcare organizations. Major topics include fundamental concepts of data communications and applications, network communication devices, basic technologies of the Local Area Network, Wireless Local Area Network, Wide Area Network, Internet and the Web, the OSI stack, healthcare information system standards, and the HIE, RHIN, and the NHIN. Prerequisite: HIMT 300. Students cannot earn credit in both HIMT 435 and IS 435. Consent of department. Offered Fall, Spring.

HIMT 440 Cr.3
Group Processes, Team Building, and Leadership
This course introduces students to the necessary group/team processes that are at the root of building, developing, and maintaining medical/healthcare work teams and the effective functioning of such teams. The course also provides and overview of leadership development techniques. Also included is a focus on the uses of various communication technologies in the team-building and functioning processes. Prerequisite: HIMT 355, HIMT 365, and HIMT 415. Consent of department. Offered Fall, Spring.

HIMT 445 Cr.3
Application of Leadership and Management in Healthcare Technology
This course assimilates and integrates concepts and applications of management and leadership in healthcare, advancing on the topics covered in HIMT 355, HIMT 365, and HIMT 415. Topics will include strategic leadership concepts, exploring key factors that impact management and planning change management, and critical organizational behaviors for leadership and management, focusing on best practices, organizational accountability, and assessment models. Consent of department. Offered Fall, Spring.

HIMT 450 Cr.3
Healthcare Information and Technology: Standards
This course will be an introduction to healthcare information technology standards, including standards and regulations for documentation, and will cover health information standards. The course will also investigate software applications and enterprise architecture in healthcare and public health organizations. Prerequisite: HIMT 400. Consent of department. Offered Fall, Spring.

HIMT 490 Cr.3
Capstone Project
This course is the capstone course for both tracks of the Health Information Management and Technology Program. Students are required to find an internship site that is related to healthcare and set up a semester long project from which they can gain hands-on experience in the areas of their concentration. Project set-up will be jointly done by the student, site sponsor, and the faculty of this course, whereas internship supervision will be performed by the project supervisor and the course instructor. Course should be taken in the student's last semester of study. Consent of department. Offered Fall, Spring, Summer.

Health Professions (HP) - Courses
+ next to a course number indicates a general education course

Courses
+HP 105 Cr.3
Analysis of Health, Wellness and Disease for the Health Care Consumer
In our technological world, health research and information is expanding rapidly and has become readily available to consumers. As life-long consumers of this information and health care services, students need to be able to understand the principles on which healthcare is based and to interpret this information in its application to their personal, family and community situations. This course uses an inquiry-based format to consider topics in nutrition, pharmaceuticals, cancer, communicable disease, contraception and sexually transmitted disease, chronic diseases, environmental impacts on health, recreation, fitness, epidemiology, and disease prevention. Offered Fall, Spring.

HP/HPR 106 Cr.2
Introduction to Health Related Careers
Overview of health related professions in the health delivery system. Course will include educational and professional aspects of a broad range of health related careers. General topics will include an overview of the health related delivery system, health reform, legal and ethical issues, and professionalism. An interdisciplinary approach will be utilized to present specific information on individual health related professions. (Cross-listed with HP/HPR; may only earn credit in one department.) Offered Spring.

HP 250 Cr.1
Medical Terminology for Health Professions
Students in various allied health fields will learn to use medically related terms in their professional communication. This covers the study of the language of medicine used in clinics, hospitals, and other health agencies. The student will develop a working knowledge of terms, word roots, and abbreviations with emphasis on spelling, definitions, and pronunciation. An introduction to health care records, disease process, operative, diagnostic, therapeutic, and symptomatic terminology of body systems will be covered as they pertain to medical practice. Online course. Offered Fall, Spring, Summer.

HP 300 Cr.1
Nursing Partnership
This course is designed for students in the UW-Madison Western Campus nursing program. It is used to facilitate record-keeping for students officially enrolled in courses at UW, but using UWL services. Repeatable. Prerequisite: admission to UW-Madison nursing program. Not graded; not listed on transcript. Consent of instructor. Offered Fall.
Health and Wellness Management (HWM) - Courses

Courses

HWM 300 Cr.3
Introduction to Human Health
This course is designed to provide students with a general background knowledge on many of the issues impacting our health today. Topics of study will include issues in mental, physical and social health such as stress, nutrition and fitness, alcohol, tobacco and other drugs, relationships and sexuality and diseases and disorders. An introduction to behavior change theories and the factors contributing to overall wellness will also be included. Prerequisite: Introduction to Biology. Consent of department. Offered Fall, Spring, Summer.

HWM 305 Cr.3
The Wellness Profession
This course explores the definition of wellness, health promotion and the seven dimension model of wellness. Students will learn the professional role and personal commitment required to implement lifestyle wellness programs. The course includes an overview of the history and philosophy contributing to the success of wellness and health promotion professionals. Students learn through assigned experiential learning the basic wellness principles. Activities explore personal wellness and whole systems healing in the seven-dimensions of spiritual, physical, emotional, career, intellectual, environmental, and social. Prerequisite: Introduction to Psychology. Consent of department. Offered Fall, Spring, Summer.

HWM 310 Cr.3
Changes Across the Lifespan
This course explores research and theory regarding the nature and processes of human development from early adulthood through old age and death. Key topics include biological theories of aging; the changing body; disorders of the brain; personality development; changing memory and thinking skills; relationship issues; careers and retirement, and death/dying. Prerequisite: Introduction to Biology. Consent of department. Offered Fall, Spring, Summer.

HWM 315 Cr.3
Resource Management for Wellness Managers
The objective of this course is to examine the issues in healthcare and defining the quality of care in healthcare programs. The course will focus on health care financing and insurance, objectives of financial management, leadership styles, managing costs, and managing healthcare professionals. Consent of department. Offered Fall, Spring, Summer.

HWM 320 Cr.3
Health and Medical Terminology
The purpose of this course is to introduce the student to basic health terminology. Since health care uses a unique blend of prefixes, suffixes, and terms related to both preventative and clinical care, it is important that the wellness professional has the knowledge and abilities to decipher this information. Consent of department. Offered Fall, Spring, Summer.

HWM 325 Cr.3
Health Literacy
This course will explore the current understandings and work in health literacy research, advocacy, and outreach efforts across the various health education and related fields. It will include readings, discussions, and competencies in evaluation of health information for quality and credibility; locating health and determining quality resources; identifying and assessing population health literacy; and understanding the networks of agencies working in health settings to address literacy in the health field. Prerequisite: HWM 300. Consent of department. Offered Fall, Spring, Summer.

HWM 335 Cr.3
Worksite Health Environment
This course examines the workplace environment’s influence on daily health decisions and focuses on practical, contextual levers of behavioral change. Novel insights from the fields of behavioral economics and consumer marketing will be reviewed to help students understand the cognitive barriers to health behavior change and the environmental “nudges” that can be leveraged to overcome these barriers at work. Students will explore environmental assessment tools, active design principles, workplace policies, supportive research and real world examples. Prerequisite: HWM 300. Consent of department. Offered Fall, Spring, Summer.

HWM 345 Cr.3
Physical Activity and Nutrition for Wellness Managers
This course presents professional recommendations and guidelines for physical activity and nutrition. Students will design workplace strategies that will meet recommendations and guidelines to support employees. Prerequisite: HWM 300. Consent of department. Offered Fall, Spring, Summer.
HWM 350 Cr.3
Research and Statistics for Wellness Managers
This course is designed to familiarize students with research nomenclature, procedures for the design and evaluation of research and interpretation of statistical analysis in the health field. This course will also provide the tools for critically evaluating the validity of health research. Prerequisite: HWM 305. Consent of department. Offered Fall, Spring, Summer.

HWM 360 Cr.3
Stress, Dependencies, and Addictions
This course examines common behavioral strategies with regard to stress and its management, and the use of alternative remedies for physical and emotional dependencies and addictions. Prerequisite: Introduction to Biology; Introduction to Psychology. Consent of department. Offered Fall, Spring, Summer.

HWM 370 Cr.3
Understanding and Effecting Health Behavior Change
This course provides the basic knowledge of foundational change theories, including the Transtheoretical Stages of Change model, in order to help students understand how health behavior change happens. Included in the course is a self-reflection on personal wellness and strategies for implementing health behavior change. Prerequisite: Introduction to Psychology; HWM 300. Consent of department. Offered Fall, Spring, Summer.

HWM 385 Cr.3
Marketing and Communication for Wellness Managers
Students will develop basic marketing and promotional skills, grounded in the disciplines of social marketing, health communication and business marketing that address consumer health "needs" and customer "wants." Students will be able to assess market opportunities in wellness services, programs and facilities, and create marketing strategies and tactics. Emphases will be placed on best practices for behavior change, increased cost savings for employers, improved customer/employee participation and/or revenues for wellness programs, services and facilities. Prerequisite: HWM 305; HWM 325. Consent of department. Offered Fall, Spring, Summer.

HWM 405 Cr.3
Survey of Information Technology in Wellness
This course is designed to (1) provide students with an overview of various information technology products and mediums impacting the wellness industry, such as (but not limited to): web portals, online health risk assessments, interactive health tools, trackers, videos/podcasts, telephone & digital health coaching, online challenges, social networking, electronic medical records, personal health records, electronic Health (eHealth), mobile Health (mHealth), mobile applications, and portable tracking devices (e.g., pedometers, glucose monitors, etc.); and (2) provide students with the information and resources needed to assess, create and/or select appropriate technologies and vendors. Prerequisite: HWM 325; HWM 335; HWM 385. Consent of department. Offered Fall, Spring, Summer.

HWM 430 Cr.3
Population Health for Wellness Managers
This course introduces the evolution of health problems and services and will examine the methods designed to capture a community health profile. The participant will apply concepts involved in measuring and understanding the health of individuals and populations in order to enhance quality of life. The key social determinants of health and their interactions will be considered. Prerequisite: HWM 300; HWM 350. Consent of department. Offered Fall, Spring, Summer.

HWM 460 Cr.3
Leadership and Change Management in Health
This course will examine the various leadership and management styles, including business models of leadership. Organizational behavior, decision-making, and attributes of effective leadership will be reviewed in this course. Understanding the impact of changes in healthcare, wellness, and fitness programs on various organizations is an objective of this course. Prerequisite: HWM 315. Consent of department. Offered Fall, Spring, Summer.

HWM 470 Cr.3
Assessment and Evaluation for Wellness Managers
This course surveys general approaches to assessment, programming and evaluation in health and wellness settings. Participants will explore individual, group, and organizational approaches to assessment, programming, and evaluating planned and organized efforts to promote both health and wellness. Prerequisite: HWM 335; HWM 430. Consent of department. Offered Fall, Spring, Summer.

HWM 475 Cr.3
Employee Health and Well-Being
Successful companies must understand the importance of workplace involvement in health. The relationship of employee health to healthcare costs and productivity will be discussed as return on investment (ROI) and an investment in human capital. Strategic and product management planning are developed in relationship to disease management versus population wellness theory. Assessments of employer needs, organizational culture, environmental policy, and procedures supportive to desired outcomes are practiced. Professionals learn about aligning client needs and wants with best practice program design, implementation, and evaluation for successful results. Age, gender, race, and issues that affect participation in wellness programs are reviewed. Prerequisite: HWM 385. Consent of department. Offered Fall, Spring, Summer.

HWM 480 Cr.3
Employee Benefits for Wellness Managers
The design and administration of a health care plan plays a key role in attracting and retaining employees and employer's cost savings. This course is designed to provide students with a solid introduction to the basic issues of health care benefits and teach students how to integrate successful return on investment (ROI) strategies for adopting preventative health benefits that enhance employees' well-being. Prerequisite: HWM 315. Consent of department. Offered Fall, Spring, Summer.

HWM 485 Cr.3
Health Coaching for Wellness Managers
The course will assist in developing a strong, useful theoretical viewpoint for health coaching as well as understanding the approaches of therapists and how differential treatment therapeutic goals are set. The definition of coaching and diverse methodologies will be taught, practiced, compared, and contrasted. Students will specifically gain an understanding of what treatment and by whom is most effective for individuals displaying specific problems and under what set of circumstances. As a result students will learn a variety of treatment modalities and learn to respect vastly differing world views. Prerequisite: HWM 305; HWM 370. Consent of department. Offered Fall, Spring, Summer.

HWM 492 Cr.1-6
Independent Study in Health and Wellness Management
This course is designed as a supplement to the required course work in HWM to meet special interests and/or needs of the student. Repeatable for credit - maximum six. Consent of department. Offered Fall, Spring, Summer.
Health, Physical Education, and Recreation (HPR) - Courses

Courses
+HPR 105 Cr.3
Creating A Healthy, Active Lifestyle
This course will focus on the knowledge and skills necessary for developing and maintaining a healthy, physically active lifestyle throughout one's lifespan. Major issues directly affecting one's health such as physical fitness, movement skills and activities, health promotion and disease prevention, the effective use of leisure and content in various wellness topical areas will be included. Offered Fall, Spring.

HP/HPR 106 Cr.2
Introduction to Health Related Careers
Overview of health related professions in the health delivery system. Course will include educational and professional aspects of a broad range of health related careers. General topics will include an overview of the health related delivery system, health reform, legal and ethical issues, and professionalism. An interdisciplinary approach will be utilized to present specific information on individual health related professions. (Cross-listed with HP/HPR; may only earn credit in one department.) Offered Spring.

History (HIS) - Courses

Courses
+HIS 101 Cr.3
Global Origins of the Modern World
This course explores the origins and development of the modern world, focusing on the dual dynamics of globalization and vital indigenous civilizations. The course will critically examine a minimum of three world civilizations, their ancient antecedents, and will include multiple themes, such as technology and science, religion, gender, war and peace, and the environment. Offered Fall, Spring, Summer.

+HIS 102 Cr.3
Global Transition and Change
This course examines world history from the perspective of one specific theme, such as technology and science, religion, gender, cross-cultural connections, war and peace, arts and literature, government, or the environment. The course is global in scope, covering a minimum of three world civilizations. Individual sections will trace the development of one theme over the course of major changes in world history, ancient origins to the present. Students will have their choice of sections, thus of themes. Offered Fall, Spring, Summer.

+HIS 200 Cr.3
Historiography and Historical Methods
This course is an introduction to historiography (the history of the study of history) and historical research methods. In addition to introducing students to historiography, the course also introduces students to historical research methods, use of primary sources, problems of interpretation, and composition. Required for all history majors and minors. Offered Fall, Spring.

+HIS 202 Cr.3
Contemporary Global Issues
This course will offer a contemporary multi-disciplinary perspective regarding the major issues and trends confronting the global society as it enters the 21st century. Emphasis will be given to a critical review and assessment of the origin and present condition of the plethora of situations and problems affecting modern global society. The student will also learn to critically evaluate current and future events. The course will incorporate the views and approaches of the following disciplines: sociology/anthropology, economics, geography, political science, and history. Students may only earn credit in one of the following: ANT 202, ECO 202, GEO 202, HIS 202, POL 202, SOC 202. Offered Spring.

ARC/HIS 204 Cr.3
Ancient Literate Civilizations
An historical and archaeological study of ancient Eurasia and North Africa, including a survey of the major archaeological sites. Topics such as the development of urbanization in the Near East and Mediterranean, and comparative studies of the Indus civilization, China, Classical Greece, Rome, and the New World will be discussed. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

+HIS 205 Cr.3
Ethics and Religion
This course is a comparative historical survey of selected religions which focuses upon the distinctive ways that each religion developed norms of good and bad behavior that it imposed upon its adherents. What behaviors did each religious tradition label as good or bad, pure or impure? Why did each tradition place behaviors in those categories? How did those value judgments concerning good and bad behaviors change over the centuries? Some of the topics covered in this comparative historical fashion will include the treatment of women, attitudes toward abortion, contraception, sex outside of marriage, homosexuality, war, attitudes towards other religions, and environmental ethics. Offered Spring.

HIS 210 Cr.3
Survey of the United States
This course examines United States history from the period of the revolution to the present. It focuses on the development and reform of American politics, the evolution of American society and culture, and the place of the United States in the world. Offered Annually.

HIS 230 Cr.3
Survey of Ancient and Medieval Worlds
An historical survey of the civilizations of West Asia, North Africa, and Europe from the advent of urbanization in 4000 BC to the beginning of the Renaissance (ca. 1300 AD). Topics discussed will be the nature and status of women, ethnic and religious minorities, the importance of geography and technology. Special emphasis will be placed on studying historical themes that have survived to the present day. Offered Spring.

HIS 240 Cr.3
Survey of Modern Europe
This course will consider the forces of nationalism, liberalism, imperialism, and totalitarianism, as well as Europe's interaction with non-western cultures, the two world wars and the Cold War. Upon completion of the course, the students will be able to place this period of European history within the context of global history. Offered Annually.
HIS 250 Cr.3
The Asian World
This course will introduce students to various aspects of Asian history with special focus on the Modern period (post-1800). In particular, it will compare the political, social and economic structures as well as the religious/philosophical underpinnings of Asian countries, including China, Japan, Korea, Vietnam, India and Indonesia. Offered Fall - Odd Numbered Years.

HIS 260 Cr.3
Survey of the Middle East
This course is an introductory course designed for students who would like to understand better the history and cultures of the Middle East but who have had little exposure to the region or even to the study of history. It covers the political, social, cultural, and economic Middle East from the rise of Islam to the present. We will select several major themes: the message of Islam, the development of Islamic civilization, Ottoman and Iranian cultures, responses to European imperialism, and nationalist and religious movements. Credits generated in this course apply as electives in the major or minor. Offered Annually.

HIS 285 Cr.3
Survey of Modern African History
This survey course is designed to introduce students to modern African history, from roughly 1800 through the 1970s. It gives a broad overview of African societies as they changed in the face of profound transformations like the trans-Atlantic slave trade, colonialism, independence, and globalization. Offered Annually.

ARC/HIS 295 Cr.3
Pyramids, Temples and Towns! The Archaeology of Ancient Egypt
This course is a survey of the archaeology of Ancient Egyptian civilization from an anthropological perspective and examines the Neolithic through Roman periods, ca. 5000 BC - AD 285. In this course, we will investigate the rise and development of Egyptian culture by examining selected archaeological sites and the material remains left behind by the ancient Egyptians. Using these materials, we will address specific topics of Ancient Egyptian civilization including the formation of the centralized state, sacred vs secular space, royal and private mortuary practices, urbanism, religion, roles of women in society, everyday life, history of Egyptian archaeology, recent discoveries, and future directions in the archaeology of Egypt. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Every Third Semester.

HIS 300 Cr.1-3
Topics in History
Topics selected by the individual instructor or by the students and instructor together. Special interests of both the bases of current world crises or areas of historical concern not covered in formal course work, may be the vehicles for this offering. Credits generated in this course apply as electives in the major or minor. Repeatable for credit - maximum 18. Offered Annually.

HIS/WGS 301 Cr.3
Women in the Modern United States: 1890-Present
This course introduces students to key issues in modern women's history in the United States. It explores women's experiences as workers, activists, consumers, citizens, and family members. It also examines the various ways in which generations of Americans have defined "woman's place" and "women's issues," and raises questions about the possibility for defining common "women's issues" today. (Cross-listed with HIS/WGS; may only earn credit in one department.) Offered Alternate Years.

HIS/WGS 305 Cr.3
History of Motherhood in the United States
This course considers motherhood in nineteenth and twentieth century United States history from a variety of perspectives. It explores women's experiences as mothers, across lines of class, race, and relationship status. It also examines the politics of motherhood in US history, and considers both the restrictive and the empowering dimensions of ideologies of motherhood. (Cross-listed with HIS/WGS; may only earn credit in one department.) Offered Alternate Years.

+HIS 306 Cr.3
Ethnic America
The role and impact of immigrants and ethnic minorities on the political, economic and cultural development of the United States from colonial times to the present. Emphasis on the immigrant experience - the problems of immigrant adjustment, patterns of immigrant mobility and assimilation, and the persistence of ethnicity and ethnic tensions. Offered Alternate Years.

HIS 308 Cr.3
U.S. Reform Movements
An exploration of moral and political reform and the reform impulse in the United States. Reform topics will include women's rights, antislavery, civil rights, temperance, populism, social and economic justice, and progressivism. Offered Occasionally.

HIS 310 Cr.3
Native American History
This course is a survey of Native American history in North America from the prehistoric era through the twentieth century, with an emphasis on the United States. This course will focus on Native American cultural, political, and economic structures, as well as patterns and strategies of coexistence with and resistance to European and European American communities. Offered Spring - Every Third Year.

HIS 311 Cr.3
Peace and War
An examination of the causes, consequences and nature of both war and peace in a global context. This course will consider war and peace throughout history and within various cultures. Offered Fall - Every Third Year.

ANT/HIS 312 Cr.3
Peoples and Cultures of Eastern Europe and the Former Soviet Union
This is a survey course that explores how people in Eastern Europe and the former Soviet Union have experienced the transition from socialism to postsocialism and beyond. Within the framework of cultural anthropology, we will examine the major concerns of postsocialism - including how people understand the role of the government, what is means to be a citizen, and how they view themselves as members of communities - in order to gain a better understanding of how people experience, manage, and challenge the broad changes that have occurred in the political, economic, and social systems. More importantly, we will focus on how people have redefined what they value in life, what it means to be a “good” person, and what it means to be “postsocialist” in light of these changes. (Cross-listed with ANT/HIS; may only earn credit in one department.) Offered Occasionally.

HIS 313 Cr.3
Colonial & Revolutionary America
A history of the founding and development of North American colonies and the era of the American Revolution, with special attention devoted to the establishment and evolution of Euro-American culture and the creation and maturation of American politics. Offered Occasionally.
HIS 314 Cr.3

The Holocaust
This course is designed to introduce students to the Holocaust from the perspective of historians, writers, and poets. Careful study using historical methods will inform our understanding of the "historical actors" and their motivations. Critical thinking about the complex causes can help us see that historical events are not inevitable, but the product of decisions and actions taken by people. Offered Spring - Even Numbered Years.

HIS/WGS 315 Cr.3

History of Feminist Thought
An examination of the history of feminist ideas in the United States and the historical context, both western and international, from which they emerged. (Cross-listed with HIS/WGS; may only earn credit in one department.) Offered Alternate Years.

HIS 316 Cr.3

Vietnam War
The history of the Vietnamese civil war with focus on US involvement. It will examine Vietnam's anti-colonial revolution; trace developing American foreign policy from Truman forward; analyze military developments; and study consequences of the war in both the United States and Vietnam. Offered Occasionally.

HIS 317 Cr.3

American Environmental History
This course studies human societies and their changing relationships with their physical and natural surroundings. The focus is on the environmental history of North America from pre-Columbian times to the present. Topics explored may include the Columbia Exchange, evolving concepts of humanity's relationship to nature, the development of a market economy, science and technology, government roles in conservation and preservation, and the recent emergence of an environmental movement. Offered Occasionally.

HIS 318 Cr.3

Exhibition Development and Design I
Course surveys best practices in exhibit design and development through practicum that exposes students to concept development, special planning, production, and installation on a budget. Field trips and work with the local institutions will be an important aspect of this course. Topics include: museums in the community, museum organization, exhibition planning and design, care of artifacts and collections, and the visitor experience. Prerequisite: ARC 250 or HIS 393. Offered Spring - Every Third Year.

HIS 319 Cr.3

Seminar in Twentieth Century America
Advanced seminar in the social, economic, political and diplomatic history of contemporary America from the 1890s to the present. Major topics may include the development of the modern bureaucratic corporate state, the rise of US power and its international effects, and the roles of women and social and ethnic minorities in the 20th century. Includes intensive and extensive reading of historiography and historical monographs. Offered Occasionally.

HIS 320 Cr.3

Introduction to Public and Policy History
An introduction to public and policy history. Class time will be devoted to the background, methods and application of public and policy history. The class will cover topics in cultural resource management, public policy, or museum exhibits. Offered Fall.

HIS 321 Cr.3

Wisconsin History
An exploration of the history of Wisconsin, focusing on place, people, and the development of regional culture. Special emphasis will be given to environment, native peoples, ethnicity, the Progressive transformation of state politics, and community from the territorial period to the recent past. Offered Spring - Even Numbered Years.

HIS 322 Cr.3

History of Public Education in United States
An investigation into historical changes marking K-12 public education in the United States beginning with the legacy of Puritan culture and colonial antecedents and concluding with historical perspectives on the nature of public schooling and the role of the federal government in education policy, in the twentieth century as well as the current age. Among the other major topics addressed are the purposes of schooling, the ideas of major education reformers, ongoing struggles over school curriculum, religion and public education, the origins of standardized testing, and the emergence of teacher unions. Prerequisite: HIS 101 or HIS 102. Offered Occasionally.

HIS 323 Cr.3

World War II
This course focuses on World War II, its causes, its conduct and its consequences. It will examine the war from a global perspective, exploring all of its aspects - political, diplomatic, military and civilian - in the broad context of national differences, rivalries and conflicts extending from World War I and The Treaty of Versailles (1919) into the third quarter of the twentieth century. Offered Fall - Every Third Year.

HIS 324 Cr.3

Civil War and Reconstruction
A study of US History from 1820 to 1877 with an emphasis on the Civil War and Reconstruction and the political, economic, and social implications for the United States. Offered Occasionally.

HIS 325 Cr.3

America in the Cold War
The United States spent almost half of the twentieth century engaged in a hostile confrontation with the Soviet Union. This course will explore the origins of the Cold War from its development in 1945 to the collapse of the Soviet Union in 1991. It will study the economic and ideological conflicts between the two countries, as well as explaining the effects of the Cold War on U.S. domestic politics and culture. Offered Occasionally.

HIS 326 Cr.3

Modern Christianity
This course surveys the history of Christianity from the beginning of the Protestant Reformation until the present. Offered Fall - Every Third Year.

HIS 327 Cr.3

History of Buddhism
A survey of the historical development of the Buddhist religion - its doctrines, practices, and institutions - from its origins through the 20th century. This course will analyze how Buddhism first evolved in India and focus upon the distinctive ways that it developed in Southeast Asia, Tibet, China, and Japan. Offered Fall - Every Third Year.

HIS 328 Cr.3

History of Hinduism
A survey of the historical development of the Hindu religion from its origins in the early Vedic period through the 20th century. Some of the topics covered include the evolution of the belief of reincarnation, the development and significance of the caste system, the development of Hindu attitudes toward women, and the evolution of the principal Hindu gods and goddesses. Offered Spring - Every Third Year.
HIS 329 Cr.3  
History of Islam  
A survey of the historical development of Islam from its origins through the present day. It will also analyze the central beliefs, practices, and institutions of Muslims. Special attention will be given to the situations of women in the Islamic world. Offered Spring - Every Third Year.

HIS 330 Cr.3  
History of Religions  
This course will be a historical and broadly comparative study of religion, religions, and religious phenomena. First, it will incorporate a cross-cultural study of such phenomena as myth, ritual, sacred places, gods and goddesses, mysticism, and the various forms of religious community and authority. Second, it will also trace the historical development of the scholarly study of comparative religion. Finally, it will focus on the historical evolution of a particular religious phenomenon through many centuries, i.e., the historical evolution of the devil and the concept of hell in the Old Testament and Christianity. Offered Spring - Even Numbered Years.

ARC/HIS 331 Cr.3  
The Ancient Greek World  
A historical and archaeological survey of the ancient Greek world (Greece proper, the Aegean Islands, southern Italy, western Turkey). Periods discussed will include Cretan (Minoan), Mycenaean, Archaic, Classical, Hellenistic, and Early Greek Christian. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

ARC/HIS 332 Cr.3  
Ancient Rome and the Mediterranean  
A historical and archaeological survey of the ancient Mediterranean area (with emphasis on the Italian peninsula) from the founding of the city of Rome to the collapse of the western Roman Empire in the fifth century ACE. Periods discussed will include: Italy in the Neolithic period, the founding of Rome, Etruscan Domination, the Roman Republic, the Roman Principate/Empire, and the advent of Roman Christianity. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

HIS 333 Cr.3  
Christianity to 1517  
This course surveys the history of Christianity from its origin up to the beginning of the Protestant Reformation in 1517. Topics to be covered will include the following: question of the reliability of the Gospels as historical sources, early heresies, Christological and Trinitarian controversies, the conversion of Western and Eastern Europe during the Middle Ages, the evolution of the papacy and monasticism, the Crusades, and the status and treatment of women in ancient and medieval Christianity. Offered Spring - Every Third Year.

HIS 334 Cr.3  
Aspects of Chinese History  
Each semester this course will examine a specific aspect of the history of China from earliest times to the present. Included will be the Chinese family, the role of ideology in Chinese history (Confucianism, communism, etc.); the revolutionary period (1800-1949); and China since 1949. Offered Occasionally.

HIS 335 Cr.3  
History of China  
A survey of the history of China from earliest times to the present. Included are the study of traditional China, the impact of western civilization on that traditional society, and the rise of communism. Offered Alternate Years.

+HIS 336 Cr.3  
Hispanics in the United States  
This course will introduce students to the diverse experiences of Hispanic peoples in the United States through an interdisciplinary survey of their social, historical, political, economic, and cultural experiences. Offered Alternate Years.

HIS 337 Cr.3  
La Crosse Wisconsin in World History  
This course explores the connections between La Crosse, WI and the wider world (1840s-present). At a regional scale, we will investigate how the story of La Crosse's origins and expansion fits into the broader history of the state of Wisconsin, the Mississippi River Valley, and the Midwest. At a global scale, we will connect La Crosse and Wisconsin's story to long-distance and long-time frame processes including: long-distance migration, industrialization, warfare (WWI, WWII, Cold War), and demands for social and economic reform (the Progressive Era, the Civil Rights movement, and the student protest movement). Offered Fall - Odd Numbered Years.

HIS 338 Cr.3  
Sugar, Coffee, Rubber, Bananas: Commodities in World History  
This course examines the history of everyday commodities that we consume or use, often without considering where they came from (sugar, coffee, rubber, bananas). It centers on the development of plantation-style agriculture in the Americas, Caribbean, Southeast Asia, and Africa from the 1600s-1930s CE. Power relationships between laborers, landowners, colonial governments, and consumers are examined in order to connect trade goods to the historical societies in which they were produced. A particular emphasis is placed on links between European imperialism, labor migration, and inequality. Offered Every Third Semester.

HIS 339 Cr.3  
Russia and the Soviet Union  
The origins and development of the Russian state from Kievan Rus through the collapse of the Soviet Union. This course will also examine the global impact of Russian interaction with Asian, Islamic, and Western cultures. Offered Occasionally.

ARC/HIS 340 Cr.3  
Origins of Cities  
This course examines the origins and development of urban life. Students will first explore, from an anthropological perspective, the character of modern cities. Students will next examine the earliest cities in the Old and New Worlds, and comparatively explore the varied ecological, social, political, and demographic processes associated with urbanization in various ancient civilizations (Mesopotamia, Egypt, Indus Valley, China, Andes, and Mesoamerica). While the focus of this course is on archaeological cities, it draws heavily on ethnographic and sociological studies of urban forms. The purpose of this course is to provide students with a comparative understanding and appreciation of urban life and its long history. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

HIS 341 Cr.3  
Nineteenth Century Latin America  
Study of the problems of political instability, economic underdevelopment and social disunity from the Wars of Independence (1810-1825) to World War I. Attention also to the Non-Hispanic Caribbean region. Offered Alternate Years.

HIS 342 Cr.3  
Twentieth Century Latin America  
The struggle for economic development, political democracy, and social justice in the period of developing nationalism since World War I. The Non-Hispanic Caribbean is included. Offered Alternate Years.
HIS 343 Cr.3  
**U.S. Borderlands**  
This course will focus on the Hispanic frontier in North America from California to Florida and the interactions between the United States and Mexico (and Spain) from 1521-1990. Offered Occasionally.

HIS 344 Cr.3  
**Colonial Latin America**  
This course will analyze Iberian society as a way to understand the establishment and evolution of Hispanic institutions and culture in Latin America from 1492 until 1821. Offered Alternate Years.

HIS 345 Cr.3  
**U.S. - Latin American Relations**  
This course will explore US relations with the Latin American republics from 1776 to the present day. It will devote careful attention to the economic and political goals of US foreign policy in Latin America and explore how these goals have fueled anti-US nationalism, thereby compromising Washington’s efforts to forge closer ties with the Latin American nations. Offered Occasionally.

HIS 346 Cr.3  
**The Middle Ages**  
The emergence and flowering of medieval European civilization - in its political, religious, socio-economic and cultural aspects - from the Germanic invasions to the Renaissance era. This course will also examine the Byzantine and Islamic civilizations; their interaction with the West; and the contributions made by the Muslim and Byzantine peoples to medieval Europe. Offered Alternate Years.

HIS 347 Cr.3  
**A History of Greater Mexico**  
This course examines the Mexican experience in the United States as an integral part of Mexican history. Offered Occasionally.

HIS 348 Cr.3  
**Renaissance and Reformation**  
The broadening of European political, social, cultural, geographical and religious horizons from AD 1300 to 1648. This course will also examine European interaction with Asian, Islamic, and American cultures, and the impact such interaction had upon Europe. Offered Occasionally.

HIS 349 Cr.3  
**Twentieth Century Europe**  
The emergence of Europe as a political, cultural, social, industrial and military power during the 19th and 20th centuries. This course will also explore European interaction with non-Western cultures, the two world wars, the Cold War, decolonization, the decline of Europe as a premier world power, and the break-up of Eastern Europe and Soviet regimes. Offered Occasionally.

HIS 350 Cr.3  
**Episodes in French History**  
An examination of various episodes in French history that illustrate major social, intellectual, political, and economic trends. Each semester will examine a specific aspect of French history since 1750. These will include: the French Revolutions of 1789, 1830, 1848, 1870, and 1968; war and occupation in France; and French intellectual development since 1750. Offered Occasionally.

HIS 351 Cr.3  
**History of France: 1750-Present**  
A history of France since 1750 incorporating major social, intellectual, political, and economic trends. Offered Alternate Years.

HIS 352 Cr.3  
**Germany: 1848-1989**  
Development of Germany through wars of unification and emergence as a world power, World War I and Weimar Republic, Nazi rule and World War II, and changes in the post-war Germany. The "German Catastrophe" of National Socialism and the Holocaust has brought all of German history under the microscope in an effort to figure out what went wrong. Because of the high stakes in understanding and diagnosing the past, the telling of German history has generated an unusually large number of arguments and controversies, some of which we will consider in our discussions. Offered Occasionally.

ANT/ARC/HIS 353 Cr.3  
**Maya Civilization**  
The course presents an overview of the Maya culture located in southern Mexico and Central America. The class is organized chronologically into several sections that focus on the origins, adaptations to various environments, social, political, and religious organizations, and the belief systems of the Maya beginning at around 3000 BC. Emphasis will be on Pre-Hispanic Maya; will also explore life ways of contemporary Maya people. (Cross-listed with ANT/ARC/HIS, may only earn credit in one department.) Offered Summer.

HIS 354 Cr.3  
**Spain to 1700**  
This course will examine political, religious, socio-economic, and cultural developments from the beginnings of Visigothic rule to the decline of Spain in the seventeenth century. Particular attention will be paid to Muslim and Jewish contributions to Spanish culture, as well as Iberian voyages of exploration and imperial ventures in the "New World. Offered Occasionally.

HIS 355 Cr.3  
**England to 1603**  
This course will examine political, socio-economic and cultural developments in England from the Anglo-Saxon invasions of the fifth century through the reign of Elizabeth I. Particular attention will be paid to the development of the English monarchy and of Parliament, as well as interaction with other European nations. Offered Occasionally.

HIS 356 Cr.3  
**History of Mexico**  
Survey of Indian and Hispanic roots of Mexican history on both sides of the border. Emphasis on events in Mexico which have affected the United States. Offered Alternate Years.

HIS 357 Cr.3  
**Crime and Punishment in America**  
An introduction to crime and punishment in America from colonial times to the present with an overview of the law and basic institutions of the justice system. The class explores how different groups of people experienced these institutions, how crime patterns and punishment have changed, the differences between crime and violence, different types of crimes (violent, property, white-collar), and why America has the system of justice it does. Course makes extensive use of evidence from inside and outside the justice system including police reports, court records, crime data, program evaluations, newspapers, and popular culture. Offered Alternate Years.

HIS 358 Cr.3  
**French Revolution**  
This course covers the French Revolution from a European and global perspective. It will cover the chronology of the Revolution, its political, cultural, social, and economic effects on Europe and the larger world, the experiences of various individuals and groups within it, and its long-term effects both in France and around the world. Offered Occasionally.
HIS 359 Cr.3
Women, Gender and Sexuality in Modern Europe
The course examines changes in ideas about and experiences of gender and sexuality in Europe between 1700 and 2000. Topics emphasized include changing family structures, women's emancipation and feminism, the intersection of race with gender and sexuality, the politics of reproduction, and gender transformation through war and revolution. Offered Alternate Years.

HIS 360 Cr.3
Women, Gender, and Sexuality in Latin America
The course analyzes historical transformations in Iberia and Latin America and their effects on women's and men's lives and gender relations. The relationship of gender and power will be explored to understand inequalities; themes will include precolonial societies, colonialism, religious change, urban labor, nationalism, sexuality, and homosexual cultures. Offered Occasionally.

HIS 361 Cr.3
Israeli-Palestinian Conflict
This course examines the history of the Israeli-Palestinian conflict, focusing on its origins, the actors involved, and key social and political factors that have shaped it. Offered Occasionally.

HIS 362 Cr.3
Human Rights and the Middle East
This course surveys the historical roots and practice of human rights in the Middle East, focusing primarily on the modern era. Topics include: definitions of vulnerability, minority, and religious rights, human rights violations, and non-governmental organization (NGO) activism. Offered Occasionally.

HIS 363 Cr.3
Modern South Asia
This course examines the history of the Indian subcontinent (a part of the world we today call South Asia) from the eighteenth century to the present day. It studies Indian society in the twilight of the Mughal Empire and the early years of European colonial expansion. Then it spans the social, cultural, political, economic, military, and technological development of India during the presence of the East India Company and, later, the British Raj. Next it traces the rise of competing visions of Indian nationalism and the struggle for independence. Lastly it explores the political, social, and economic developments in the nations of present-day South Asia and their impact on the world. Offered Occasionally.

HIS 364 Cr.3
Gandhi's India
A dominant figure in India’s struggle for independence from British rule, M. K. Gandhi (1869-1948) is also one of twentieth century's most influential political activist and thinker as well as a famous pacifist, who inspired peace and civil rights movements globally. This course charts Gandhi’s life and career against events in London, South Africa, and India. It examines the evolution and application of his ideas and techniques of non-violent resistance, and his attitudes toward the economy, society and state. Gandhi's influence on Indian politics and society is critically assessed and his claim to be the "apostle of non-violent revolution" examined against developments since his death in 1948. Prior knowledge of Indian history is not required for this course. Offered Occasionally.

ARC/HIS 365 Cr.3
Ancient Iraq
A historical and archaeological survey of ancient Iraq (Syro-Mesopotamia) from its prehistoric origins in the neolithic period to the Seleucid period. Ethnic groups discussed will include the Sumerians, Akkadians, Babylonians, Assyrians, Kassites, Amorites, Chaldeans, and Elamites. Topics will include the rise of urbanism, cuneiform writing, religion, literature, displaced persons, gender relations, and social structure. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

ARC/HIS 366 Cr.3
Ancient Egypt
A historical and archaeological survey of coastal Syria and Palestine from the neolithic period to the Roman conquest. Various ethnic groups discussed will include the Eblaites, Phoenicians, Philistines, Canaanites, Arameans, Israelis, Samaritans, and Judeans. Special emphasis will be placed on putting biblical history in its Palestinian context. Topics will include social structure, gender relations, religion, and literature. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

ARC/HIS 367 Cr.3
Ancient Israel
This course is a survey of the history, archaeology, culture, and civilization of ancient Egypt from the prehistoric periods, the Pharaonic periods, as well as the Greco-Roman periods (to the advent of Christianity). Special attention will be given to reading historical texts in translation. We will also explore various aspects of Egyptian religion, and the treatment of woman and non-Egyptian ethnic groups. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

ARC/HIS 368 Cr.3
History of Babylonian Language and Culture I
This course is a survey of Babylonian history, culture, and language. Babylonian, was the most extensive of the cuneiform languages of the ancient Near East, was the language of the ancient Assyrians and Babylonians and was used for over two millennia. Students will study aspects of the history and culture of ancient Babylonia, as well as learn the fundamentals of Babylonian grammar and syntax, and the cuneiform writing system. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

ARC/HIS 369 Cr.3
History of Babylonian Language and Culture II
This course is a second semester survey of Babylonian history, culture, and language. Babylonian, the most extensive of the cuneiform languages of the ancient Near East, was the language of the ancient Assyrians and Babylonians and was used for over two millennia. Whereas the student studies grammatical forms and is introduced to the cuneiform writing system in the first semester, the student in the second semester will work with documents. Students will study aspects of the history and culture of ancient Babylonia in later periods, as well as read legal, economic, and literary texts in the original language. Prerequisite: HIS 368 or ARC 368. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.
HIS/WGS 370 Cr.3
The History of Black Women's Activism
An historical overview of the thoughts, actions, and creative products of black women activists in the United States, from slavery to the present. Students will examine historical analyses, speeches, essays, economic activities, organizational styles, political issues, and various forms of artistic expression that women of African descent have produced in order to query, resist, and defy the interlocking oppressions of racism, sexism, and class-ism in the United States. Prerequisite: WGS 100 or WGS 130 or EFN 205 or ERS 100. (Cross-listed with HIS/WGS; may only earn credit in one department.) Offered Alternate Years.

ARC/HIS 372 Cr.3
History of Women in the Ancient World
A history of the nature and status of women in the ancient world as derived from textual sources, including works of literature, private letters, economic documents, and tomb inscriptions. Areas studies will be Syro-Mesopotamia, Israel, Iran, Anatolia, Egypt, and the Mediterranean world. Also discussed will be the study of women as derived from archaeological sources. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

HIS 373 Cr.3
World War I
This course will examine World War I from a European and global perspective. It will cover the causes, nature, and results of the war as they relate to the society, economy, politics, and culture of Europe. Attention will also be given to some of the global effects of the war as well as the ways this war transformed the nature of warfare in the 20th century. Offered Alternate Years.

ARC/HIS 374 Cr.3
Ancient Turkey
An historical and archaeological survey of ancient Anatolia (the geographic name of Turkey) and surrounding regions (e.g., Syria and the Caucasus) from its prehistoric origins in the Neolithic period, the rise of urbanism, Assyrian mercantilism, Pre-Hittite cultures, the Hittite kingdoms, the Neo-Hittite states, Urartu, Phrygia, Lydia, Cimmerians, Medes, Persians, and various states in the Graeco-Roman period to the advent of Anatolian Christianity. Topics will include cuneiform writing, religion, literature, law, gender relations, and social structure. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

ARC/HIS 375 Cr.3
Iran Before Islam
An historical and archaeological survey of ancient Iran and surrounding regions from prehistoric origins to the advent of Islam in the 7th century AD. Among the topics discussed will be: the rise of urbanism and writing at Proto-Elamite Susa, Elamite civilization in southwestern Iran, Medes, Scythians, and Persians in the Iron Age, the Persian Empire, as well as the Seleucid, Parthian, and Sasanian kingdoms of later antiquity. Emphasis will be on the study of primary sources in translation (Sumerian, Akkadian, Elamite, Old Persian, Greek, Latin, and Hebrew, amongst others). Topics will include cuneiform writing in Iran, religion, literature, gender relations, classical traditions about Iran, and social structure. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

HIS 377 Cr.3
U.S. Labor History
This course focuses on the history of the American working-class from the late eighteenth century to the late twentieth century. The course will examine the domestic, cultural, religious, economic, political, and social issues working people faced in the United States. Offered Fall - Odd Numbered Years.

HIS 378 Cr.3
History of the U.S. West
This course focuses on the history of the Trans-Mississippi West from European contact to the late 20th century, with a focus on the 19th and 20th centuries. Topics covered include the federal West, settlement, immigration, extractive industries, agriculture, aridity, the environment, and Native Americans. Offered Fall - Every Third Year.

HIS 379 Cr.3
African Environmental History
This course examines how African environmental realities and Africans' conceptions of the environment shaped broader political, social, and economic histories. It specifically addresses how 19th century economies, colonial policies, and post-independence priorities transformed Africans' relationships with their environments. Offered Occasionally.

HIS 380 Cr.3
Beyond Rwanda: War and Genocide in Africa's Great Lakes
This course examines recent civil wars and genocide in Africa's Great Lakes as regional and historically-rooted phenomena. Beginning with examination of how ethnic identity related to political structures in the region in the late 18th century, the course traces their dynamic transformations in response to local, regional, colonial, and postcolonial influences. Offered Occasionally.

HIS 381 Cr.3
Health and Healing in African History
This class interrogates how African understandings of health and practices of healing transformed from the pre-colonial through the post-independence periods. In particular, it examines the interrelationship between health and politics in African thought, the integration of western biomedicine into African systems of healing, and the changing disease environment of capitalism, colonialism, and globalization. Offered Occasionally.

HIS 382 Cr.3
Imperialism in Asia and the Pacific
This course focuses on the modern imperialism of the West and Japan in Asia and the Pacific. It will cover the period from the "age of exploration" to the period of decolonization following the Second World War. The course will also analyze forms of what might be called neo-imperialism in Asia and the Pacific following that period. Topics emphasized include theories of imperialism as a constituent element of global modernity, the British Empire in Asia with particular respect to India, relatively informal imperialism in China, French and Dutch colonialism in Southeast Asia, the American takeover of Hawaii and US colonization of the formerly Spanish Philippines, and the rise and fall of the Japanese empire. Offered Occasionally.

HIS 383 Cr.3
Women in South Asia
This course maps the history of women in South Asia. While the primary emphasis will be colonial and post-colonial South Asia, the course will begin with ancient India and trace women's history through the medieval period. We will survey the historical institutions, practices, and traditions that define the position of women. Offered Occasionally.

HIS 384 Cr.3
The Idea of Asia
This course addresses relationships between Asia as a concept originating in the West and modern history. Focuses include Orientalism, Pan-Asianism, and Popular Culture. Orientalism examines western representations of "the East" as ideological bases for Western imperialism. Pan-Asianism examines how the Japanese, colonized Indians, and others have imagined Asian civilization as a solution to the problems of modernity. Popular culture examines imaginary conceptualizations of Asia in film, poster, and art. Offered Occasionally.
HIS 385 Cr.3
Modern African History
This course explores the history of Africa from 1800 to present. It focuses on the economic, political, social, and cultural forces that have shaped African societies. It examines continuities and changes by looking at ways in which Africans defined their needs under increasing external pressures. Topics include: colonization, nationalism, independence, post-colonial nation states, women's movements and neocolonialism. Offered Occasionally.

HIS 386 Cr.3
Women and Gender in Africa
An examination of gender and power in Africa, and the historical roots of inequality as experienced by women in the social, economic, religious and political spheres during the 19th and 20th centuries. Course combines case studies on: Queens, goddesses, warriors, gender systems, with thematic issues such as gender impact of colonialism, resistance, African feminism, women politicians and empowerment to provide a vivid image of the state of gender relations in Africa. Offered Occasionally.

HIS 387 Cr.3
African Novels and History
An introduction to the intellectual and cultural history of Sub-Saharan Africa and the experiences of African people in the 20th century specifically through novels. Emphasis on historical theory and research methods. African novels are used as sources of information to deepen understanding of African history. Offered Occasionally.

HIS 388 Cr.3
Slavery
A study of the commonalities and differences between slave systems in Africa and the Americas which explores conditions in communities created by slaves and escaped slaves from the Americas, the Caribbean, and the southern United States. Focus on the impact of the slave trade, abolition and the nature of historical consciousness within Africa and the African Diaspora. Offered Occasionally.

HIS 389 Cr.3
Women and Gender in the Middle East
This course examines the role of gender in Middle East history, from the first years of Islam to present, focusing on women's activism and changing experiences. Offered Occasionally.

HIS 390 Cr.3
Public History Research
An intensive research field school in historic preservation, cultural resource management, oral history, or museum studies. Students will complete one active research project in one of the above specialties. Both the specialty and the project will vary from semester to semester. Offered Fall, Spring.

HIS 391 Cr.3
History of Environmental Policy in the United States
This course explores the history of environmental issues in the United States by examining several case studies in contemporary policy from a historical perspective. Special emphasis is placed upon the skills of using historical evidence as a component of policy analysis. This course approaches environmental concerns by examining both their history and the political considerations underlying their creation and disposition. We seek to uncover and understand historical foundations and explanations for particularly contentious or intractable debates in environmental politics. Offered Occasionally.

HIS 392 Cr.3
History Through Film
This course uses film, television or similar media as a primary or secondary source in the study of history of a region, nation, or historical theme. The premise is that we may study the history of peoples, nations and cultures through film, rather than studying the history of film itself. This course will examine the perils and promise of using film as a source, briefly discuss film criticism and terminology, and include historical context for the films in the course. Students should expect to read and write about film criticism, history and historiography. Depending upon the instructor, students may be required to attend regularly scheduled film showings, watch the films on their own time, or make other arrangements requiring additional student time. Offered Occasionally.

HIS 393 Cr.3
Material Culture
This course studies the history of museums from the seventeenth century to the present and reviews best practices in material culture analysis. Seminars expose students to historical sites, object analysis, didactic panel composition, and exhibition design. Field trips and work with local institutions will be an important aspect of this course. Offered Fall - Every Third Year.

HIS 394 Cr.3
Modern Japanese History
This course focuses on modern Japanese history up to and including the aftermath of the Second World War. Emphases will be upon social, cultural, political, and economic transformations that occurred following the country's forced opening to trade and diplomacy in the middle of the nineteenth century, subsequent industrialization and the formation of a unified nation-state with a constitutional monarchy, and Japan's imperialism and modern wars. Themes will include analyses of the contradictions involved in processes of modernity and modernization as well as consideration of ways we remember the period in question in manifestations of culture and as history. Offered Occasionally.

HIS 395 Cr.3
Postwar Japanese History
This course focuses on transformations and continuities following Japanese defeat at the end of the Second World War. It covers how US occupation policies transformed Japan from a modern nation-state with a colonial empire into a Cold War client state that became an economic superpower. After analyzing the costs and benefits of the postwar "economic miracle," the course investigates significant changes that followed the end of the Cold War in 1989, the death of the Showa Emperor (Hirohito) who had reigned since 1926 in that same year, and the bursting of Japan's "bubble economy" in 1990. The course ends with a consideration of what has happened in Japan since the beginning of the twenty-first century, and what the future may or may not entail. Offered Occasionally.

ARC/HIS 396 Cr.3
Ancient Syria
A historical and archaeological survey of ancient Syria and surrounding regions from prehistoric origins to the advent of the Roman conquest in the first century BC. Among the topics discussed will be the rise of urbanism and writing along the Euphrates River, religion, gender, social structure, and literature. Moreover, the student will study in translation the vast cuneiform archives from Ebla, Mari, Alalakh, Qattara, Nuzi, Emar, and Ugarit, to name a few. Furthermore, biblical, classical, and medieval sources concerning Syria in the first millennium BC will be studied. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.
HIS 397 Cr.3

Social History of African Nationalist Movements
This course examines the role that ordinary African men and women played in ending colonialism and forming new nations, from the 1940s through the 1980s. It focuses on the processes of creating groups with collective goals, and the ways in which Africans articulated and contested their political visions for the future in the context of decolonization and the Cold War. Offered Occasionally.

HIS 398 Cr.3

Social History of Colonial Africa
This course focuses on African social history in the face of European colonialism in the nineteenth and twentieth centuries. It particularly examines the ways in which ordinary men and women accepted, adjusted to, or contested the changes that colonialism brought to their work, family, and community lives. Offered Occasionally.

HIS 401 Cr.3

History and Japanese Religions
This course examines the complex history of religions in Japan. Focuses will include the various forms of Buddhism that came to Japan over centuries and how they interacted with the politicized animism and ancestor worship called Shinto. The course also addresses the way that modernity in Japan radically altered religious belief and practice, the relationship between post-1868 Shinto and nationalism, connections between Buddhism and imperialism, and post-1945 developments including the flourishing of new religions and religious cults. Offered Fall - Every Third Year.

HIS 404 Cr.3

Migration and Empire
This course offers in-depth case studies of the Mongol, Ottoman, Dutch, and British empires (1200s-1900s CE), with particular emphasis on the role human migrations played in the creation and expansion of these empires. Selected types of migration to be analyzed in the context of these historical empires include: military, refugee, enslaved, and opportunity-seeking. The construction of migrant group identity, and reactions to migrants from different segments of imperial societies, will also be explored. Special emphasis will be placed on the labor, religious, and ethnic or racial distinctions that emerged as diverse populations came into contact with each other. Offered Fall - Even Numbered Years.

HIS 405 Cr.3

The Migration Experience: 1600-present
This course examines personal experience (individual, family level) of long distance migration and what they can help us understand about historical migration patterns ca the 1700s-2000s CE. Types of world migration covered include 16th-18th century indentured and enslaved migrations to the Caribbean, 19th century wage-labor migrations to the Americas, and refugee migrations as a result of world wars in the 20th century. The course prioritizes analysis of visual and written primary source materials created by emigrants. Examples include diaries, letters, photographs, oral histories, and manga. These types of materials will be used to investigate selected aspects of the migrant experience, including: life in transit, maintaining ties to home, adjustment to new economic and cultural contexts, and prospects for being accepted into receiving societies. Offered Occasionally.

HIS 406 Cr.3

Topics in Social History
Social historians investigate the ways that different social groups are defined and treated according to categories such as race, class, and gender. They are also concerned with the way that ordinary people define themselves, make claims on governments, and organize for change. Each time the class is offered it will focus on a particular topic important to social historians. Examples might include migration, urbanization, industrialization, social movements, the family, identity, or slavery. Examples and case studies will be drawn from several times and/or places. Offered Occasionally.

HIS 407 Cr.3

Government and Society
Could absolute monarchs actually rule with absolute power? Were fascist and communist states really totalitarian in their control of society? Political arguments frequently make generalized claims about “the government” or “the nation” and its relationship to its citizens or subjects. Yet these terms are often only vaguely understood, especially in any historical depth. This course enables students to understand the historical development of state forms and the ways that states and societies interact with one another. Students will use theories and arguments employed by historians to make clearer the complicated relationships by which states exert power and societies demand, accept, or resist the imposition of order by their states. Offered Occasionally.

ECO/GEO/HIS/POL/PSY/SOC 408 Cr.4

Teaching and Learning History & Social Studies in the Secondary School
This course will be integrated with a field experience. In the context of a real classroom, teacher candidates will learn how to plan for and assess student learning in history and social sciences. With a focus on content knowledge, teacher candidates will plan a variety of meaningful learning experiences, assess student learning, and monitor and modify instruction to best support the individual learners in the classroom. The teacher candidate will design, enact, and assess activities that advance student understanding to more complex levels. Teacher candidates will gain experience in monitoring the obstacles and barriers that some students or groups of students face in school and learn how to design learning experiences to support all learners. Prerequisite: EDS 351. (Cross-listed with ECO/GEO/HIS/POL/PSY/SOC; may only earn credit in one department.) Offered Fall, Spring.

ERS/HIS 409 Cr.3

20th Century Civil Rights Movement
This course explores the modern civil rights movement in the US and the struggle for African Americans and other marginalized groups to gain equal rights in voting, education, employment, housing, and other facets of life in the US. It begins with the MOWM and examines the seemingly completing philosophies of civil rights organizations such as CORE, SNCC, SCLC, BPP, AIM, SDS and other civil rights leaders, and local people in shaping their own destinies. It highlights and interrogates major national and local political struggles and their reciprocal relationships with international political and anti-colonial movements from 1941 to the present. It concludes with exploring the link between convict leasing, prison reform movements, political prisoners, and the prison industrial complex as the New Jim Crow. Prerequisite: ERS 100. (Cross-listed with ERS/HIS; may only earn credit in one department.) Offered Fall.
ERS/HIS 411 Cr.3
20th Century African American Urban History
This course will explore the interrelationships between race, class, and gender among blacks in the twentieth century American city. Throughout the semester we will interrogate the confluence and the divergence of the myths and the realities of the black urban political, social, and cultural experience in the United States. The course begins in the American South in 1900, where the majority of blacks continued to live, and follows the migration of over two million African Americans to the northern and western United States in the years between World War I and World War II. The course continues with the black community-building process and the black urban struggle for political, economic, and cultural self-determination. While blacks in the South played an enormous role in the Civil Rights Movement, this course will include focus on the Civil Rights and Black Power Movement in the Urban North and West, and conclude with examinations of the rise of the so-called second ghettos. Prerequisite: ERS 100. (Cross-listed with ERS/HIS; may only earn credit in one department.) Offered Fall.

HIS 413 Cr.3
Topics in Cultural History
This course is an introductory course on relationships between history and culture. Emphases will vary whenever the course is taught. Generally, it covers three interrelated areas: (a) the history of the concept of culture and cultural practices, (b) cultural history, and (c) trans-disciplinary cultural studies. The course will focus upon signification in history, which may involve arts and aesthetics, symbols and signs, language and writing, customs and traditions, and various manifestations of culture in realms such as performances, architecture, cuisine, and apparel. The course will make connections between the place of culture in historical studies and other disciplines in the social sciences and humanities. Instructors may choose to introduce students to both conceptually oriented readings and studies of particular manifestations of culture in various times and places across history and the globe. Offered Alternate Years.

HIS 414 Cr.3
History of Modern Ireland
The history of Ireland has long held the imagination of people throughout the English-speaking world. The written record of the so-called “Land of Scholars and Saints” is indicative of the Irish people’s literacy and is reflective of the great deal of interest paid to its history. Ireland’s history is one filled with tragedy, complexity, redemption, revolution and rebellion, nationalism, intellectualism, and imperialism. Weaving through this historical narrative is the constant struggle regarding sectarianism, matters of gender and sexuality, economy, emigration, violence, and ethnicity. The relative smallness of Ireland allows the historian - and history student - to examine a wide variety of themes without sacrificing any of the nation’s narrative. It is the overarching goal of this course to explore all these themes while analyzing the narrative of modern Ireland. Offered Alternate Years.

HIS 415 Cr.3
Religious Conflict in Modern South Asia
This course explores religion as a source of conflict in modern South Asia. Using case studies of violent conflicts in India, Nepal, Pakistan, and Sri Lanka, students will examine the place of religious ideas and practices in defining social identity and shaping actual communities, and the role of religion in politics in the context of South Asia during the colonial and post-colonial periods. Materials include theoretical texts, human rights reports, ethnographic accounts, and films. Offered Occasionally.

HIS 450 Cr.1-12
History Internship/Field Experience
The internship or field experience provides a student with an on-the-job experience which is related to the history profession, inside or outside academe. A history faculty member shall supervise the selection process, the internship or field experience, and grading. A maximum of six credits may be counted toward the history major and three credits toward the history minor. Prerequisite: minimum cumulative GPA of 2.75 and minimum GPA of 3.00 in history. Consent of instructor. Offered Fall, Winter, Spring, Summer.

HIS 490 Cr.4
History Research Seminar
A capstone course in historical research and writing: themes and techniques of historical inquiry, research methods, use of primary sources, interpretation, and composition. Requires completion of a significant research and writing project. Prerequisite: HIS 200; 12 earned history credits, excluding current registration. Offered Fall, Spring.

HIS 497 Cr.1-3
Individual Study in History
Directed readings and research under the supervision of an assigned instructor. Repeatable for credit - maximum six. No more than six credits may count in the major and no more than three credits may count in the minor. Prerequisite: 20 credits in history, including current registration. Consent of instructor. Offered Fall, Winter, Spring, Summer.

Information Systems (IS) - Courses

Courses
IS 220 Cr.4
Information Systems for Business Management
This course provides the basic level of management information systems literacy. Students will be exposed to the building blocks of computer-based information systems, the various organizational aspects of utilizing information systems, and the role of information technology in the digital economy. To stress the importance of user participation, the systems development life cycle will be introduced from end-users’ perspective. Additionally, students will acquire essential skills of personal productivity tools through hands-on training in small classes. Offered Fall, Spring.

IS 300 Cr.3
Information Systems Theory, Problem Solving, and Decision Making
This course provides an understanding of the systematic ways for formulating business problems from information systems perspectives, and of the necessary decision processes that lead to effective solutions. Major topics include information systems theory, organizational decision support using IS, decision theory, decision analysis paradigms, and other problem solving techniques. Group decision support technology will also be introduced. Prerequisite: IS 220; admission to business or information systems minor. Offered Spring.
IS 310 Cr.3
Information System in Networked Environments: Technical Foundations and Applications
This course provides fundamentals of data communications and business networking requirements, and examines the linkage of information technology strategies and technological solutions for enabling effective business processes within and between organizations in emerging environments. Major topics include fundamentals of data communications and business networking, applications to data communications, basic technologies of the internet and the web, commercial use of internet technologies, e-business applications, and cases in online industries. Prerequisite: IS 220; admission to business or information systems minor. Offered Fall.

IS 320 Cr.3
Computer-Based Decision Support Systems for Management
An examination of how various software application packages such as spreadsheets, database management systems, and other software tools, are employed to support decision making in business environments. Topic areas include modeling, decision-support systems, data warehouses, on-line analytical processing, and data mining. Prerequisite: CS 120; IS 220; admission to business or information systems minor or health information systems minor. Offered Occasionally.

IS 321/HIMT 320 Cr.3
Survey of Information Technology in Healthcare
In this course essential information technologies in healthcare (HITs) will be surveyed. Many important healthcare information systems (HISs) are built upon three categories of HITs: data processing technologies, information reporting technologies, and decision supporting technologies. Specific subjects pertaining to these technologies will be identified and introduced. Prerequisite: admission to business or health information management systems minor. Students may not earn credit in both HIMT 320 and IS 321. Offered Fall.

IS 330 Cr.3
Business Choices and Telecommunications Decision
An examination of the business and organizational role of telecommunications. The course will not address the theoretical foundations of telecommunications, but rather focus on using telecommunications to support and achieve business strategies. Course topics will include how businesses are being reshaped by advances in telecommunications; how businesses plan, deploy and manage telecommunications resources; and how businesses are utilizing and administrating local area network (LAN) and wide area network (WAN) technology to achieve business objectives. Prerequisite: CS 120; IS 310; admission to business or information systems minor. Offered Fall.

IS 340 Cr.3
Ethical Issues, Security Management and Compliance
This course introduces three broad subjects: 1) evidence-based medical ethics pertaining to healthcare information management; 2) framework of healthcare information security management including security principles, policies and procedures, security management models, risk assessment, and protection mechanisms; and 3) healthcare regulations and compliance with focuses on the legislative systems, policies, and legal environment of healthcare in the US and the existing health information laws, regulations and standards. Also addressed are the elements and development of compliance programs. Prerequisite: admission to business or health information management systems minor. Student cannot earn credit in both HIMT 340 or IS 340. Offered Fall.

IS 360 Cr.3
Management of Information Technology
An examination of issues that both MIS and non-MIS managers face in managing information and information technology within an organization. The course is a topics course and will, of necessity, vary from semester to semester to stay current with the technological changes which managers would face in the workplace. Topics include strategic uses of information technology, technological trends and their implications, the relationship between organizational structure and information technology, evaluation of the effectiveness of information technology, end user computing, management of new and existing systems and ethical and international issues. Prerequisite: admission to business or health information systems minor, junior standing. Offered Spring.

IS 370 Cr.3
Healthcare Systems: Analysis and Design
This is the first course in a two-course sequence that addresses methods and techniques of healthcare information system (IS) analysis and design as performed within the system development life cycle. Included will be the definition of the problem, fact gathering, analysis, logical design, selection and evaluation of alternative healthcare information systems solutions from the point of view of the health provider and user. The course focuses on the problem solving process that leads to the development of logical IS solutions to applied healthcare programs. Prerequisite: IS 220. Students cannot earn credit in both HIMT 370 and IS 370. Offered Fall.

IS 401 Cr.3
Management Information Systems: Analysis and Design
This is the first course in a two-course sequence that covers the development process for computer-based management information systems. This course emphasizes information analysis and the logical design of management information systems. Prerequisite: CS 120, IS 300, IS 310; admission to business or information systems minor. Offered Fall.

IS 405 Cr.3
Information Systems Seminar
Emphasis will be on examination and study of current issues in information systems. Topics will vary from semester to semester. Prerequisite: IS 401; admission to business. Offered Occasionally.

IS 410/510 Cr.3
Information Security Management
This course provides a comprehensive treatment of the managerial aspect of information security while leaving the technical aspect to the computer science discipline. Concepts of information security management (ISM) related to governance, risk management, and compliance will be acquired from survey of contemporary literature including textbooks, journal articles, and online publications while positive models serving as industry standards that are governing today's ISM practice will be introduced and compared. Prerequisite: IS 220 or CS 220 or 2-year relevant industry experience; admission to business. Offered Fall.

IS 411 Cr.3
Management Information Systems: Design and Implementation
This is the capstone course in a sequence that covers the development process for a computer-based management information system. This course emphasizes physical design and implementation of the system. Students will implement an information system in a client-server environment, using a programming language capable of calling functions in a database management system. Prerequisite: CS 364 and IS 401; admission to business. Offered Spring.
IS 420 Cr.3

Healthcare Systems: Project Management
This course addresses the phenomenal impact information system (IS) projects have had on healthcare delivery. Students learn how IS healthcare projects affect organizations, doctors, patients, and chronic illness treatments, as well as individuals interested in managing their own healthcare. Concepts and tools for IS healthcare project management, process reengineering and work redesign are introduced. The purpose of this course is to expose students to IS project management activities in healthcare settings. Topics covered include recent IS healthcare project trends, budgeting, scheduling, resource management, scope, risk analysis, and deployment controls. The genesis of healthcare project management is covered using specific cases and examples. Prerequisite: admission to business or health information management systems minor. Students cannot earn credits in both HIMT 420 and IS 420. Offered Spring.

IS 435 Cr.3

Data Communications and Computer Networks in Healthcare
This course provides fundamentals of data communications and networking techniques, and examines the linkage of information technology strategies and technological solutions enabling effective communication within and between healthcare organizations. Major topics include fundamental concepts of data communications and applications, network communication devices, basic technologies of the Local Area Network, Wireless Local Area Network, Wide Area Network, Internet and the Web, the OSI stack, healthcare information system standards, and the HIE, RHIN, and the NHIN. Prerequisite: IS 220. Students cannot earn credits in both HIMT 435 and IS 435. Offered Spring.

IS 451 Cr.1-6

CBA Management Information Systems Internship
The internship program as conceived and implemented is an unusual program designed to provide an opportunity for students in the College of Business Administration to participate in an approved program with a cooperating business, governmental or civic organization for usually 15 weeks of their undergraduate work. All management information systems (MIS) internships must be approved and supervised by an IS faculty member. For additional information, see internship description under the College of Business Administration heading. Repeatable for credit - maximum six. Prerequisite: cumulative GPA of at least 2.50; ACC 221, ACC 222; BUS 205, BUS 230; ECO 110, ECO 120; FIN 355; IS 220; MGT 308; MKT 309; admission to business; senior standing. Pass/Fail grading. Offered Fall, Spring, Summer.

IB 499 Cr.1-3

Independent Study
Individual reading or research under the guidance of a staff member. Open to selected advanced students who have excellent records in the international business major. Students register with consent of the student’s faculty advisor and the IBAC chairperson. Approval forms are available from the CBA Dean’s Office; completion of form required prior to registration. Repeatable for credit - maximum six. Consent of department. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

International Studies (INS) - Courses

+ next to a course number indicates a general education course

Courses

INS 225 Cr.1-3

Seminar in World Area Studies
An interdisciplinary examination of the geography, history, culture, and political, economic and social systems of a particular country or world area. Topics vary. Repeatable for credit - maximum six. Offered Occasionally.

INS 226 Cr.1

Seminar Foreign Study Tour
Group travel to a selected country or world area, to provide direct contact with the geography, history, culture, and political, economic, and social systems of that region. Must be taken concurrently with a university course that includes foreign travel or foreign tour. Pass/Fail grading. Offered Occasionally.

INS 230 Cr.1-3

Introduction to British Life & Civilization
An interdisciplinary survey of the geography, history, culture, and political, economic, and social systems of Great Britain. This course is taught each semester at the Wisconsin In Scotland Study Center in Edinburgh, Scotland and may be offered at the University of Wisconsin-La Crosse as warranted. Offered Occasionally.
INS 250 Cr.1
Orientation to Study Abroad
This course is required for students accepted into all semester-long study abroad programs offered under the auspices of the University of Wisconsin-La Crosse. It is designed to provide an introduction to the various challenges (cultural, social, linguistic, academic, political, and economic) related to resident study and research in a foreign country. Students learn about stages and theories associated with culture shock, intercultural sensitivity and communication, and reverse culture shock. Students also learn how to apply these theories to their own upcoming international experience. Must complete INS 250, INS 251, and INS 252 to receive general education credit. Consent of department. Offered Fall, Spring.

INS 251 Cr.1
Study Abroad Practicum: Journaling
Students will demonstrate an understanding of the various stages and theories associated with culture shock, intercultural sensitivity and communication and reverse culture shock presented in INS 250. Through journaling students will apply an understanding of the various stages and theories associated with culture shock to their lived experiences in their host country. To accomplish this, students will complete a series of guided written assignments that deal with these specific topics. Students must complete this course while on study abroad. Must complete INS 250, INS 251, and INS 252 to receive general education credit. Prerequisite: INS 250. Offered Fall, Spring, Summer.

INS 252 Cr.1
Cross-Cultural Reentry From Study Abroad
This course is designed for students returning from a study abroad experience. This course will review the concept of re-entry shock discussed in INS 250, examine the process of re-entry, and provide strategies for integrating the study abroad experience with academics, professional goals and personal development. Must complete INS 250, INS 251, and INS 252 to receive general education credit. Prerequisite: INS 250, INS 251. Offered Fall, Spring.

INS 300 Cr.3-16
Foreign Study
Resident study for an extended term at an approved university or other institution of higher education outside the United States. Foreign study programs are available in virtually all major fields and in more than 50 countries around the world. Admission requirements, prerequisite, and costs vary. Complete information is available from the UW-L Office of International Education. Upon satisfactory completion of course work abroad, appropriate credits are entered upon the student’s permanent record. Offered Fall, Winter, Spring, Summer.

INS 350 Cr.1-6
Independent Foreign Research
An individually designed, directed research project in a foreign country, dealing with a significant research problem. Open to students in any department, the course permits in-depth, independent research using foreign sources, facilities, and resource persons. Requires a high degree of motivation and the ability to work independently. Prerequisite: INS 250; junior standing. Consent of the director of the Office of International Education. Consent of instructor. Offered Occasionally.

INS 360 Cr.1-3
International Service Learning
Students will participate in service activities in another country as part of a faculty led study program. The activities may range from painting facilities to serving as conversational English partners. Students must engage in 15 hours of service activity, assigned readings, and write 3-5 formal pages or equivalent per credit. Repeatable for credit - maximum six. Offered Fall, Spring.

INS 425/525 Cr.2-3
Interdisciplinary Seminar International Studies
An in-depth examination of selected topics in international studies. The course is interdisciplinary and organized along thematic lines. Topics vary. Repeatable for credit - maximum six. Prerequisite: junior standing. Offered Occasionally.

INS 426/526 Cr.1
International Study Tour
Group travel to explore selected topics in international studies. Must be taken concurrently with university course at upper level or graduate level that includes foreign travel or foreign tour. Departmental option for pass/fail or letter grading. Prerequisite: junior standing. Offered Occasionally.

INS 450 Cr.1-6
International Internship
An academically relevant, professional field experience in a foreign country. Students must be approved and advised by the Office of International Education. Determination of relevancy shall be made by the Office of International Education with the advice and consent of the Director of International Studies curriculum. Students are responsible for finding an appropriate faculty advisor to supervise and grade the internship. Language proficiency must be demonstrated where applicable. Students must be on their internship worksite during the semester for which they are registered for academic credit. One credit/35 hours of experience. Repeatable for credit - maximum six. Prerequisite: junior standing; 2.75 cumulative GPA or consent of the Office of International Education and INS Program. Offered Occasionally.

INS 494 Cr.3
Engaging Global Challenges and Opportunities
Using interdisciplinary and multidisciplinary perspectives, students will apply the knowledge and skills acquired through the international studies program to contemporary global challenges and opportunities. This includes asking complex questions about others, and taking responsible and informed positions on how to address global challenges and opportunities today. Prerequisite: one of the following: ANT 202, ECO 202, GEO 202, HIS 202, POL 202, SOC 202, ANT 212, ECO 212, PHL 212, POL 212, WGS 212; senior standing. Offered Fall, Spring.

INS 495 Cr.3
Directed Readings in International Studies
Supervised, directed readings on a topic in international studies which is not accommodated by other courses in the university curriculum. Students design individual plans of study in consultation with appropriate faculty. Consent of the director of international studies courses required to register. Consent of instructor. Offered Fall, Spring, Summer.

Liberal Studies (LS) - Courses
Management (MGT) - Courses

MGT 100 Cr.3
Introduction to Business
Provides framework within which to develop an appreciation and introductory understanding of the nature of business and the relationships of the functions of business to the environment of the American economy in which students shall assume a major role. May be counted as an elective in the College of Business Administration. Offered Occasionally.

MGT 303 Cr.3
Principles of Labor-Management Relations
Instruction develops the necessary perspective and the theoretical and legal structure necessary to an understanding of current public policy and contemporary issues in labor-management relations. The case study approach is used in studying current applications. Prerequisite: admission to business or public administration major; junior standing. Offered Occasionally.

MGT 308 Cr.3
Behavior and Theory in Organizations
This course provides an introduction to Organizational Behavior and Theory. Emphasis is on key individual and group level behavioral processes deemed essential for effective management. They include perception, motivation, communication, and group dynamics. In addition, the course covers some basic concepts of organizational theory such as organizational structure and design, organizational culture, and strategy and goals. Prerequisite: admission to business; junior standing. Offered Fall, Spring.

MGT 328 Cr.3
Principles of Management Thought
This course focuses on the principles and evolution of 'management' thinking from the advent of the industrial revolution to the present in an increasingly integrated and interconnected world. This course places management thought in a larger political, economic, social and temporal context. It focuses on how management thinking and its accompanying frameworks and practices must evolve and change if it is to make contemporary organizational life creative, effective, and sustainable. (This course should be taken in the first semester of admission to the business program and management major.) Prerequisite: admission to business; junior standing. Offered Fall, Spring.

MGT 360 Cr.3
Global Perspective on Business
This course focuses on managing in today's increasingly interconnected world. Special attention is paid to creating and maintaining sustainable business practices across international boundaries, including building socially, economically and environmentally effective organizations in a culturally diverse world. Prerequisite: admission to business or international business minor with a non business major; junior standing. Offered Fall, Spring.

MGT 385 Cr.3
Human Resources: Employment
Examines principles and practices involved in recruiting, interviewing, selecting, hiring and developing employees. Separations, transfers, promotions, EEO considerations, privacy and affirmative action are considered. Prerequisite: admission to business or public administration major; junior standing. Offered Occasionally.

MGT 386 Cr.3
Compensation and Benefits Administration
A comprehensive treatment of issues involved in compensation and benefits administration. Issues involved are wage theory, job evaluation, job pricing, types of incentives. Mandated and voluntary benefits, ERISA, legal issues in compensation, cost, impact and future of compensation and benefits administration are also considered. Prerequisite: admission to business. Offered Occasionally.

MGT 393 Cr.3
Production and Operations Management
This introductory course provides business students with the processes of creating and disseminating value in both manufacturing and service operations. The course includes the theoretical foundations for production and operations management, as well as how decision-making techniques aid the manager in creating and delivering value. Global production and distribution strategies are integrated with management processes and projects. Topics include the operation system and processes, the lean and agile enterprise, six sigma, supply chain management and global logistics. Emerging information and manufacturing technologies within the global supply chain are reviewed. Prerequisite: MTH 145, MTH 175; admission to business; junior standing. Offered Fall, Spring, Summer.
Management Science
Introduction to the quantitative models used in the private and public sectors. Topics include linear programming, transportation and assignment models, project planning, basic inventory models, decision theory, queuing models, and game theory. Prerequisite: MGT 393; admission to business or information systems major. Offered Occasionally.

Total Quality Management
A course designed to explore the nature of companywide quality management. This course critically analyzes the work of quality pioneers such as Deming, Juran, Crosby, Taguchi, etc. Focus is on the functional integration and implementation of quality management in manufacturing and services: management of process quality, quality function deployment, strategic quality planning, human resource and information system management to ensure quality, measures of quality performance, Japanese approach to quality, and internal and external customer focus for continuous improvement. Prerequisite: MTH 145; admission to business or radiation therapy major; junior standing. Offered Occasionally.

Project Management: Planning, Scheduling, Executing, and Controlling
This course emphasizes the use of special tools and techniques in management to accomplish the organizational mission through better control and use of existing resources. It explores ways to harness cross-functional synergy in an organization to successfully plan, schedule, execute and control projects. Prerequisite: MTH 145; admission to business; junior standing. Offered Occasionally.

Management Forum
Emphasis will be on examination and study of current management issues. Topics will vary from semester to semester. Same topic may not be repeated if a grade of "C" or better in that topic was earned. Repeatable for credit - maximum nine. Prerequisite: admission to business. Offered Occasionally.

The Global Responsibility of Business
This course considers the turbulent environment in which organizations function and examines specific dimensions of this environment including the evolution of a framework of global human rights, the impacts of economic and social globalization, the convergence of global approaches to sustainability and the changing ideological and political frameworks affecting business. It will also examine matters of global corporate social responsibility and social entrepreneurship. Prerequisite: admission to business or chemistry major with business concentration, or physics major with business concentration; senior standing. Offered Fall, Spring.

Emergent Leadership and Team Development
This course focuses on key differences between management and leadership and the importance of leadership in the context of effective team building. The emphasis is on organizational change and the role that leadership plays in providing direction for this change. Collaborative and non-hierarchical strategies that facilitate team building will be discussed as an alternative to top-down behavior. The course will provide opportunities to think deeply and systematically about the development of leadership skills and the creativity, initiative and motivation critical to that development. Prerequisite: admission to business; senior standing. Offered Occasionally.

Crisis and Contingency Management
The success of an organization depends in part on its ability to manage change and handle crises, while maintaining the creation of value for stakeholders. As such, this class explores the incubation, management and recovery from crises. Crises in this context encompasses events that threaten the normal operations and viability of the organization. Using contemporary and historical cases, and taking an approach that explores the complexity and uncertainty of contemporary contexts, we will explore the way management practices and processes can both mitigate and exacerbate crisis trajectories. The aim is to provide students with a fuller understanding of the role of management in developing organizational resilience to manage and recover from crises. Offered Annually.

Entrepreneurship
Students are introduced to the theories, methods, knowledge and skills required of successful entrepreneurs. In addition, students will evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. Students will understand the role of entrepreneurial businesses in the economy. Prerequisite: FIN 355; MKT 309; admission to business; junior standing. Offered Occasionally.

Management of Technology and Innovation
This course focuses on the management of technological innovation in organizations. It examines how the design of an organization’s structure, internal processes, reward systems and staffing, etc., can enhance the organization’s capability for technological innovation. A combination of lectures, case analyses and independent readings will be used. Prerequisite: admission to business; senior standing. Offered Occasionally.

Comparative Management Systems
Comparative management is concerned primarily with studying the similarities and differences among nations in the context of management systems in different countries. The focus of the course is on the interaction between sociopolitical and cultural environments and management systems. This course seeks to encourage future managers in a global environment to think in a global context and be knowledgeable about the cultures, political economies and business practices of other countries. Prerequisite: admission to business or international business major or French/German/Spanish major with a business concentration; senior standing. Offered Occasionally.

Business, Labor and Human Rights
The course examines the impact of globalization, trade regulation and international conventions, agreements and law on human rights, specifically in the context of business and labor rights. Topics include the emergence of post-war human rights structures; the impact of the International Labor Office on Human Rights in the workplace; the establishment of economic, social, and cultural rights in the context of business; the growing conflicts between trade agreements and national policy and emerging partnerships between business organizations and international agencies. Managerial and trade union responses to emerging human rights issues are considered. Prerequisite: admission to business or international business minor with a non business major; senior standing. Offered Occasionally.
MGT 449 Cr.3

Administrative Policy Determination
An integrated case study approach to the variables in management policy determination at the business strategy level. The course will operationally apply the principles, concepts, and methods of the College of Business Administration core requirements to both actual and simulated case situations. May be taken only in the semester of graduation. Prerequisite: satisfactory completion of all core requirements (ECO 110, ECO 120; ACC 221, ACC 222; BUS 205, BUS 230; IS 220; FIN 355; MGT 308, MGT 393; MKT 309); admission to business; senior standing. Offered Fall, Spring, Summer.

MGT 450 Cr.1-6

College of Business Administration Internship
The internship program as conceived and implemented is an unusual program designed to provide an opportunity for students in the College of Business Administration at the University of Wisconsin-La Crosse to participate in an approved program with a cooperating business, governmental or civic organization for usually 15 weeks of their undergraduate work. Students may apply up to three internship credits toward the management major, either MGT 450 or MGT 452. For additional information, see internship description under the College of Business Administration heading. Repeatable for credit - maximum six. Prerequisite: ACC 221, ACC 222; BUS 205, BUS 230; ECO 110, ECO 120; FIN 355, IS 220, MGT 308, MKT 309; admission to business; senior standing. Pass/Fail grading. Offered Fall, Spring, Summer.

MGT 452 Cr.1-6

College of Business Administration International Internship
The internship program as conceived and implemented is an unusual program designed to provide an opportunity for students in the College of Business Administration at the University of Wisconsin-La Crosse to participate in an approved program with a cooperating business, governmental or civic organization for usually 15 weeks of their undergraduate work. Credit for international internships can be received for only internships classified as internationally related internships by Career Services. Students may apply up to three internship credits toward the management major, either MGT 450 or MGT 452. For additional information, see internship description under the College of Business Administration heading. Repeatable for credit - maximum six. Prerequisite: ACC 221, ACC 222; BUS 205, BUS 230; ECO 110, ECO 120; FIN 355, IS 220, MGT 308, MKT 309; admission to business; senior standing. Pass/Fail grading. Offered Fall, Spring, Summer.

MGT 483 Cr.3

Human Resource Development
The course examines principles and practices of human resource development in business organizations. Students learn to analyze training needs and objectives at the organization and job level. They also learn about various instructional methods used in business. Differences between formal training programs and on-the-job training will be considered. Methods of evaluating human resource development will also be discussed. The relationship between human resource development and other organizational and human resource management goals will also be examined. Prerequisite: admission to business. Offered Occasionally.

MGT 484 Cr.3

International Human Resource Management
The course examines human resource practices in countries other than the United States. These practices are compared and contrasted with common U.S. practices, and implications for multinational corporations are considered. Specific topics may include: staffing, recruiting, overseas transfers, performance appraisal, compensation, and equal employment opportunity issues. Prerequisite: admission to business or international business minor with a non business major; junior standing. Offered Occasionally.

MGT 485 Cr.3

Collective Bargaining

MGT 486 Cr.3

Human Resources: Current Issues and Policies
An in-depth investigation of selected current trends and issues of importance in personnel and industrial relations. An integrative, case-oriented approach to the study of problems and policy in personnel and industrial relations. Simulation exercises and case analysis are used in addition to lecture and student presentations. Prerequisite: admission to business; senior standing. Offered Occasionally.

MGT 487 Cr.3

Male/Female Relationships-Business Environment
An examination of current managerial issues with emphasis on the psychological and social barriers which inhibit the effective performance of individuals in an organization. The course examines the socialization of men and women as related to leadership in working organizations and cultural perceptions of work roles for men and women. The development of human resource strategies for the attainment of individual goals also is emphasized. Other topics such as mentoring in organizations, sexual harassment, benefits issues (e.g., those under the Family and Medical Leave Act), and comparable worth in pay also may be considered. Prerequisite: admission to business; senior standing. Offered Occasionally.

MGT 499 Cr.1-3

Independent Study
Individual reading or research under the guidance of a staff member. Open to selected advanced students who have excellent records in the department. Registration with the consent of the student’s regular adviser, the instructor, and the department chairperson. Repeatable for credit - maximum six. Prerequisite: admission to business. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

Marketing (MKT) - Courses

Courses

MKT 309 Cr.3

Principles of Marketing
An introduction to the study of marketing in business and other organizations. Topics include: the marketing environment, marketing strategies and decision-making, marketing ethics and the international dimension of marketing strategy. Prerequisite: ECO 110; business minor or a major with a business concentration and junior standing, or admission to business. Offered Fall, Winter, Spring, Summer.

MKT 341 Cr.3

International Marketing
An analysis of worldwide marketing opportunities through a consideration of political, legal, economic, and cultural factors in the international context. (Not open for credit to students who are enrolled in or have completed MKT 745). Prerequisite: MKT 309; admission to business or international business minor, or French/German/Spanish major with a business concentration. Offered Fall, Spring.
MKT 351 Cr.3
Sustainability in Marketing
This course addresses ecological issues facing society and modern marketing professionals. Course discussion will include green marketing, environmental responsibility, consumer attitudes and consumption, and providing value to customers via sustainable marketing strategies. Prerequisite: MKT 309; admission to business. Offered Alternate Years.

MKT 362 Cr.3
Buyer Behavior
This course examines basic concepts related to understanding buyer behavior. Topics include information processing, perception, and decision making. Also examines individual and socio-cultural variables which influence buyer behavior. Prerequisite: MKT 309; admission to business. Offered Fall, Spring.

MKT 365 Cr.3
Promotions and Advertising Management
Introduces the various forms and tools of marketing promotion. Includes an analysis of promotional activities in the development of whole marketing plans. Develops student understanding of the role of promotion and the integrated nature of marketing planning. Details the nature and process of developing advertising campaigns as a part of the promotional mix. Examines advertising research, media planning, budgeting, creative activities, and ethical considerations. Prerequisite: MKT 309; admission to business or exercise sports science sport management. Offered Fall, Spring.

MKT 367 Cr.3
Market Research
This course examines the research techniques commonly used to examine buyer behavior, including secondary data, surveys, and focus groups. Topics also include an analysis of research design methods, and the application of research to marketing decision making. Prerequisite: MKT 309; BUS 230; admission to business. Offered Fall, Spring.

MKT 370 Cr.3
Professional Selling and Sales Management
Introduction to selling and sales management as a part of marketing activity and as a professional business process. Includes: identification of sales prospects; determination of client needs; after-sales customer support; legal and ethical obligations of sales professionals; development of oral and written communications for selling; analysis of organizational structure; sales forecasting methods for product, territory and personal sales goals; selection, training, and compensation of sales professionals. Prerequisite: MKT 309; admission to business or exercise sport science - sport management. Offered Fall, Spring.

MKT 386 Cr.3
Industrial Marketing and Transportation
Business-to-business marketing issues are explored and the relationships among competitors, customers, and collaborators are investigated. Covers the roles of members of the value chain and channels of distribution. Strategic overview of the role of global transportation management, as well as tactical control issues for the entire logistics supply chain are covered. Prerequisite: MKT 309; admission to business. Offered Fall, Spring.

MKT 400 Cr.1-3
Marketing Forum
Emphasis will be on examination and study of current management and marketing issues. Topics will vary from semester to semester. Repeatable for credit - maximum six. Prerequisite: admission to business. Consent of instructor. Offered Occasionally.

MKT 415 Cr.3
Senior Seminar
The planning, development, and implementation of an individual research project in marketing. Students will develop and produce a project report related to their marketing studies and career goals. Prerequisite: MKT 362, MKT 367, to be taken concurrently with MKT 479 in the student's semester of graduation; admission to business. Offered Fall, Spring.

MKT 440 Cr.3
Comparative Marketing Systems
A comparative marketing analysis of a specific region or country. An examination of the marketing practices, social forces, politics, trade history, and economics of (a) specific international area(s). Special attention to the operations of U.S. based firms operating in the area(s). Course may provide opportunity for student travel to the region upon completion of the semester. Note: the area(s) of consideration may vary across semesters, and students should contact the marketing department for specifics. Also, participation in the tour option requires enrollment in INS 226 for one credit. Prerequisite: MKT 309, MKT 341; admission to business or international business minor. Offered Occasionally.

MKT 444 Cr.3
Sports and Recreation Marketing
A comprehensive study of the planning, organization and implementation of marketing plans for all segments of the sports and recreation industry. Topics covered include: assessing market potential, defining the customer, location analysis, pricing, promotion, facilities and services management. Other issues addressed include the impact of new technology, cultural changes and other uncontrollable factors on sports marketing. Prerequisite: MKT 309; admission to business or exercise sport science - sport management. Offered Fall.

MKT 445 Cr.3
International Marketing Strategies
A study of policy and strategy formulation in the context of international marketing. Emphasis is placed on both the theory and application of international marketing decision processes. Prerequisite: MKT 309, MKT 341; admission to business or international business minor plan. Offered Occasionally.

MKT 450 Cr.1-6
College of Business Administration Internship
The internship program as conceived and implemented is an unusual program designed to provide an opportunity for students in the College of Business Administration at the University of Wisconsin-La Crosse to participate in an approved program with a cooperating business, governmental, or civic organization for usually 15 weeks of their undergraduate work. For additional information, see internship description under the College of Business Administration heading. Repeatable for credit. Prerequisite: ACC 221, ACC 222, BUS 205, BUS 230; ECO 110, ECO 120; FIN 355; IS 220; MST 308; MKT 309; admission to business. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

MKT 479 Cr.3
Marketing Management
The analysis, planning, implementation and control of marketing programs designed to bring about desired exchanges with target markets within organizational objectives. Prerequisite: MKT 362, MKT 367; to be taken concurrently with MKT 415 in the student's semester of graduation; admission to business. Offered Fall, Spring.
Mathematics (MTH) - Courses

Courses

MTH 045 Cr.2
Pre-Statistics
A preparatory course for elementary statistics. Topics include introductory treatment of algebra, inequalities, interval notation, mathematical formulas and notation, variables, descriptive statistics, elementary probability, normal probability distributions, and the concept of statistical inference. Letter grade, but only "F" calculated in GPA. Credit does not count toward graduation. Transcript credit only. Offered Fall, Spring.

MTH 050 Cr.3
Basic Algebra
A review of beginning algebra. Topics include an elementary treatment of real numbers, polynomials, linear equations, inequalities, rational expressions, systems of linear equations, radicals, and quadratic equations. Letter grade, but only "F" calculated in GPA. Transcript credit only. Offered Fall, Spring.

MTH 051 Cr.2
Topics in Intermediate Algebra
A course to enhance the student's skills in selected areas of intermediate algebra; areas covered include polynomials, rational expressions, exponents, equations, and inequalities. Letter grade, but only "F" calculated in GPA. Transcript credit only. Prerequisite: MTH 050 or an appropriate placement test score. Offered Fall, Spring.

+MTH 135 Cr.4
Mathematics for Elementary Teachers I
This course is designed for prospective elementary teachers. Content strands include geometry and measurement, data analysis and statistics, and probability and discrete math. Topics from these strands include: properties of geometric figures, geometric measurement (length, area, volume), congruence and similarity, and transformations; descriptive statistics, sampling design and statistical comparisons, randomness and variability, inferential statistics (including the normal distribution); counting techniques, uniform and nonuniform distributions, and representations and calculations of probabilities for simple and compound events. Aligned with state and national standards, this course will emphasize problem solving, communication, reasoning, and representation in mathematics. Prerequisite: MTH 135 with a grade of "C" or better. Offered Fall, Spring.

+MTH 145 Cr.4
Elementary Statistics
An introductory course covering fundamentals of modern statistical methods. Topics include descriptive statistics, the binomial and normal distributions, estimation, and hypothesis testing. The z, t, F and chi-square test statistics are introduced. Instruction in computer use is included, and statistics software is used throughout the course for analyzing data files and carrying out statistical procedures. Prerequisite: MTH 045 or MTH 050 or an appropriate placement test score. Offered Fall, Spring, Summer.

+MTH 150 Cr.4
College Algebra
A college algebra course on the properties, graphs, and applications of elementary functions. Topics include the real and complex numbers, concepts from analytic geometry, solutions to equations and inequalities, the elementary algebraic functions, and the logarithmic and exponential functions. Prerequisite: MTH 051 or two years of high school algebra and an appropriate placement test score. (Successful completion of MTH 151, MTH 175, or MTH 207 precludes taking MTH 150 for credit.) Offered Fall, Spring, Summer.

+MTH 151 Cr.4
Precalculus
A precalculus course on properties, graphs, and applications of elementary transcendental functions. Topics include concepts from analytic geometry; theory of equations; the logarithmic, exponential, trigonometric, and inverse trigonometric functions; and analytic trigonometry. Prerequisite: grade of "C" or better in MTH 150 or two years of high school algebra and appropriate placement test score. (Successful completion of MTH 151 precludes taking MTH 150. Successful completion of MTH 207 precludes taking MTH 151.) Offered Fall, Spring, Summer.

MTH 171 Cr.3
Geometry for Elementary and Middle School Teachers
This course explores the fundamental ideas of measurement and geometry concepts in K-8 mathematics. Content includes the investigation of measurement concepts; the analysis and classification of two- and three-dimensional geometric figures; and the exploration and application of geometric transformations, tessellations, symmetry, congruence, and similarity. Aligned with national and state standards, this course will emphasize intuitive direct and indirect proof and reasoning, the investigation and discovery of geometric structures, and the use of manipulative materials and technology. Prerequisite: grade of "C" or better in MTH 135 and MTH 136. Offered Fall.
+MTH 175 Cr.4

Applied Calculus
Basic concepts and methods from differential, integral, and multivariate calculus. Logarithmic and exponential functions are included, but not trigonometric functions. Emphasis of the course is on models and applications in business and the social, life, and physical sciences. Prerequisite: grade of "C" or better in MTH 150 or two years of high school algebra and appropriate placement test score. (Successful completion of MTH 175 precludes taking MTH 150. Successful completion of MTH 207 precludes taking MTH 175.) Offered Fall, Spring, Summer.

+MTH 207 Cr.5

Calculus I
A rigorous introduction to calculus. Topics include limits, rules for differentiation, derivatives of trigonometric, logarithmic and exponential functions, the Mean Value Theorem, integration, and the Fundamental Theorem of Calculus. In the area of applications, the course covers problems on related rates, extrema, areas, volumes, and Newton’s Second Law. Prerequisite: grade of "C" or better in MTH 151 or four years of high school mathematics, including trigonometry, and appropriate placement score. (Successful completion of MTH 207 precludes taking MTH 150, MTH 151, or MTH 175 for credit.) Offered Fall, Spring, Summer.

+MTH 208 Cr.4

Calculus II
A continuation of Calculus I with a rigorous introduction to sequences and series. Topics include techniques of integration and indeterminate forms, improper integrals, applications of integrals to the physical sciences, tests for the convergence of series, absolute convergence, power series, and Taylor’s Theorem with Remainder. First order linear differential equations are explored, as well as the geometry of space. Prerequisite: grade of "C" or better in MTH 207. Offered Fall, Spring.

MTH 225 Cr.4

Logic and Discrete Mathematics
An introduction to mathematical reasoning. Mathematical logic, including quantification and the predicate calculus is introduced and used to discuss set theory, relations, functions, counting, graphs, and algorithms. Elementary proofs, including proofs by induction are stressed. Prerequisite: grade of "C" or better in MTH 175 or MTH 207. Course not open to those who have credit in CS 225. Offered Fall, Spring.

MTH 245 Cr.4

Probability and Statistics
An initial course in probability and statistics for students strong in mathematics. Probability topics include sample spaces, random variables, independence, and the binomial, Poisson, normal, and exponential distributions and their applications. Calculus-based methods will be used for analyzing continuous distributions. Statistics topics include descriptive statistics, sampling distributions, confidence intervals, hypothesis testing, regression, and ANOVA. Prerequisite: grade of "C" or better in MTH 208 or concurrent enrollment. Offered Fall, Spring.

+MTH 265 Cr.4

Mathematical Models in Biology
An introduction to the use of calculus and stochastic based models to the biological sciences. Mathematical tools such as discrete and continuous differential equations, linear algebra, phase portraits, probability theory and descriptive and inferential statistics that are necessary to analyze and interpret biological models will be covered. Biological topics may include single species and interacting population dynamics, modeling infectious diseases, enzyme kinetics, and quantitative genetics. Prerequisite: grade of "C" or better in MTH 175 or MTH 207. Offered Spring.

MTH 280 Cr.3

Algebraic Reasoning and Problem Solving
A study of the mathematical processes and techniques that are used to solve a variety of routine and non-routine problems encountered in school mathematics. Emphasis is on communicating logical arguments, applying a variety of problem solving strategies, and developing mathematical models. Topics include investigations in number and algebraic relationships appropriate to the elementary and middle school classroom. Prerequisite: grade of "C" or better in MTH 135 and MTH 136. Offered Spring.

MTH 299 Cr.1

Mathematics and Statistics Tutor Training Practicum
This course is designed to offer training and supervision for tutors in the Murphy Learning Center. The course will include an overview of peer tutoring and learning theory, an overview of the general tutoring process, and an examination of best practices for tutoring various client populations. Students will develop a reflective tutoring practice based on readings and course discussions. The course must be taken during the student’s first year of employment in the Learning Center. Failure to complete the course will result in termination from the Learning Center. Students who repeat the course will engage more deeply with the content and provide meaningful insights for their peers. Repeatable for credit - maximum three. Consent of instructor. Pass/Fail grading. Offered Fall, Spring.

MTH 309 Cr.4

Linear Algebra with Differential Equations
A systematic study of linear algebra, and its interactions with differential equations. Topics include: vectors, matrices, systems of linear equations, determinants, vector spaces, subspaces, basis and dimension, linear transformations and their matrix representations, similar matrices and diagonalization, systems of first order linear differential equations, and higher order linear differential equations. Prerequisite: grade of "C" or better in MTH 208. Offered Fall, Spring.

MTH 310 Cr.4

Calculus III: Multivariable Calculus
A course in higher dimensional calculus, partial derivatives, and multiple integrals. Topics include parametric curves, polar (and other) coordinate systems, vector fields, scalar fields, the gradient vector, chain rule, Jacobian, Green’s Theorem, Stokes’ Theorem, and the Divergence Theorem. Prerequisite: grade of "C" or better in MTH 208. Offered Fall, Spring.

MTH 311 Cr.3

Number Theory
Topics are selected from such areas as: divisibility and factorization, congruence, distribution of prime numbers, and Diophantine equations. Problem-solving strategies and unsolved problems are stressed. Applications are developed in areas such as primality testing and public key cryptography. Prerequisite: grade of "C" or better in MTH 225 or CS 225; grade of "C" or better in MTH 309 or concurrent enrollment. Offered Fall - Even Numbered Years.

MTH 317 Cr.3

Graph Theory
An introduction to graph theory-emphasizing algorithms. Topics include graphs and sub graphs, isomorphism, degree sequences, digraphs, networks, algorithm complexity and NP-completeness, trees, Euler circuits and Hamilton cycles, planarity and graph coloring. Prerequisite: CS 120; grade of "C" or better in MTH 225 or CS 225; grade of "C" or better in MTH 309. Offered Fall - Odd Numbered Years.
MTH 320 Cr.3

History of Mathematics
A study of the evolution of mathematics. Discussion and evaluation of major periods of development including the lives and works of preeminent mathematicians. A sampling of problem solving methods from various historical periods. Emphasis is on Western mathematics from earliest recorded history through the initial developments of calculus and modern mathematics. Prerequisite: grade of "C" or better in MTH 309 or concurrent enrollment. Offered Spring - Odd Numbered Years.

MTH 321 Cr.3

Teaching Mathematics with Technology
This course covers traditional, emerging, and interactive technologies used in the teaching and learning of mathematics. Teacher education candidates will gain an understanding of the use and application of instructional technology. They will explore how software, hardware, and instructional media can be used to enhance mathematics instruction in grades 6-12. Topics include instructional technology for visualizing and exploring mathematics, enhancing and delivering lessons, as well as interactive communication tools. Prerequisite: grade of "C" or better in either MTH 175 or MTH 207; CT 100 or CS 120; admission to teacher education program or consent of instructor. Offered Fall.

MTH 331 Cr.3

Modern Geometry
A thorough discussion of transformations and their use in proving congruence of geometric figures; selected theorems concerning the triangle and circle, and constructions possible given different parts of a triangle. Prerequisite: grade of "C" or better in MTH 225 or CS 225; grade of "C" or better in MTH 309 or concurrent enrollment. Offered Spring.

MTH 353 Cr.3

Differential Equations
A first course on the modern study of differential equations including mathematical modeling and numerical solutions. Topics include the formulation of differential equations and interpretation of solutions, fundamental existence and uniqueness theory, first-order linear and separable equations, a dynamical systems approach to linear and nonlinear first order systems, numerical methods and qualitative analysis, and Laplace transforms. Applications and modeling of real world phenomena will be integrated throughout. Prerequisite: grade of "C" or better in MTH 309 and MTH 310. Offered Fall, Spring.

MTH 362 Cr.3

Complex Variables
Introduction to complex numbers and functions of one complex variable. Topics include Cauchy–Riemann equations, Cauchy integral formula, power series, contour integrals, the residue calculus, conformal maps and applications. Prerequisite: grade of "C" or better in MTH 309 and MTH 310. Offered Spring - Even Numbered Years.

MTH 371 Cr.3

Numerical Methods
Techniques devised for use with computing machinery are applied to problems such as: solving non-linear equations and linear systems, curve-fitting and function approximation, numerical integration. Prerequisite: CS 120; grade of "C" or better in MTH 309. Offered Spring.

MTH 395 Cr.1-3

Special Topics in Mathematics
Special topics in mathematics not covered by regular courses taught in this department. The particular topic is decided mutually by the student and instructor. Repeatable for credit - maximum six. Consent of department. Offered Occasionally.

MTH 405/505 Cr.3

Statistical Methods
A survey of statistical methods from the point of view of how these methods are implemented with a standard statistics software package. Topics include descriptive statistics, graphical methods, tests of location, goodness of fit, simple and multiple regression, design of experiments, ANOVA, multiple comparisons, chi-square tests. Both parametric and nonparametric methods are treated. Computer use is an integral part of the course. Prerequisite: grade of "C" or better in MTH 145 or MTH 245; junior standing. Offered Fall, Spring.

MTH 407 Cr.3

Real Analysis I
This course covers the basic theory underlying the differential and integral calculus. Convergence of sequences is examined. Theoretical concepts of calculus are examined and particular attention is given to writing proofs. Prerequisite: grade of "C" or better in MTH 225 or CS 225; grade of "C" or better in MTH 309 and MTH 310. Offered Fall.

MTH 408 Cr.3

Real Analysis II
This course covers convergence of series and basic theory of power series. Further study of real analysis via selected topics such as the theory of convergence, Lebesgue-Stieltjes integration, Fourier Analysis, probability theory, approximation theory and metric spaces. Prerequisite: grade of "C" or better in MTH 407. Offered Spring - Odd Numbered Years.

MTH 411 Cr.3

Abstract Algebra I
A rigorous approach to algebraic systems including the study of groups, rings, integral domains and fields with application to polynomials. Prerequisite: grade of "C" or better in MTH 225 or CS 225; grade of "C" or better in MTH 309. Offered Fall, Spring.

MTH 412 Cr.3

Abstract Algebra II
Continuation of MTH 411. Further study of rings, integral domains and fields. Prerequisite: grade of "C" or better in MTH 411. Offered Spring - Even Numbered Years.

MTH 415 Cr.3

Topology
An introduction to the study of topological spaces and their structure-preserving (continuous) functions. We develop concepts from point-set topology including methods of construction of topological spaces, continuity, connectedness, compactness, and Hausdorff condition. Prerequisite: grade of "C" or better in MTH 225 or CS 225, MTH 309, and MTH 310. Offered Spring.

MTH 421 Cr.4

Teaching and Learning Mathematics and Computer Science in the Secondary School
This course will be integrated with a field experience. In the context of a real classroom, teacher candidates will learn how to plan for and assess student learning in mathematics and computer science. With a focus on content knowledge, teacher candidates will plan a variety of meaningful learning experiences, assess student learning, and monitor and modify instruction to best support the individual learners in the classroom. The teacher candidate will design, enact, and assess activities that advance student understanding to more complex levels. Teacher candidates will gain experience in monitoring the obstacles and barriers that some students or groups of students face in school and learn how to design learning experiences to support all learners. Prerequisite: EDS 351; grade of "C" or better in MTH 321. Offered Fall, Spring.
MTH 440 Cr.1

Statistical Consulting
Experiences will include interpersonal, written, and oral communication and interdisciplinary exposure as well as opportunities to apply statistical knowledge in a broad variety of situations. Students will take part in consultations (i.e. extracting information, listening, asking appropriate questions), apply knowledge in experimental design, data modeling, use of statistical software, and/or sampling; diagnose and conduct appropriate statistical procedures and interpret and communicate results. Reading past and present literature on statistical consulting also will be required. Repeatable for credit - maximum three. Prerequisite: grade of “C” or better in MTH 245 or MTH 405; consent of the Statistical Consulting Center director. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

MTH 441 Cr.3

Mathematical Statistics I
Review of discrete and continuous random variables. Moment generating functions, multivariate probability distributions, marginal and conditional probability distributions, functions of random variables, order statistics, Central Limit Theorem, point estimation and confidence intervals. Prerequisite: grade of “C” or better in MTH 245 and MTH 310. Offered Fall.

MTH 442 Cr.3

Mathematical Statistics II
Methods of estimating, including method of moments and maximum likelihood. Sufficient statistics, hypothesis testing, power of tests, likelihood ratio tests and introduction to regression and analysis of variance. Prerequisite: grade of “C” or better in MTH 441. Offered Spring.

MTH 443/543 Cr.3

Categorical Data Analysis
An introduction to categorical data analysis covering summaries and inference for categorical response and count data, analysis of contingency tables, generalized linear models for binary and count data, logistic regression, multivariate logit models and loglinear models for contingency tables with an emphasis on applications and implementation using computer software. Prerequisites: grade of “C” or better in MTH 245 or MTH 405. Offered Fall - Even Numbered Years.

MTH 444/544 Cr.3

Correlation and Regression Analysis
An introduction to simple linear regression, multiple regression, polynomial regression. Inferences, appropriateness of model, model diagnostics/adequacy, difficulties in the application of models are discussed. A computer package will be used. Course participants will be involved with hands-on statistical applications and consulting. Prerequisite: grade of “C” or better in MTH 245 or MTH 405; junior standing. Offered Fall.

MTH 445/545 Cr.3

Analysis of Variance and Design of Experiments
An introduction to single factor, multiple factor, and randomized block designs in analysis of variance. Inferences, appropriateness of model, model diagnostics/adequacy, difficulties in the application of models are discussed. Design or structure of an experiment will be discussed. A computer package will be used. Course participants will be involved with hands-on statistical applications and consulting. Prerequisite: grade of “C” or better in MTH 245 or MTH 405; junior standing. Offered Spring.

MTH 447/547 Cr.3

Nonparametric Statistics
An introductory course presenting the theory and procedures for using distribution-free methods in data analysis. Standard procedures, such as the Wilcoxon tests, Kruskal-Wallis, Kolmogorov-Smirnov, nonparametric confidence intervals, regression analysis, and powers of the tests will be included. Computer programs will be used when appropriate. Prerequisite: grade of “C” or better in MTH 245 or MTH 405; junior standing. Offered Spring - Odd Numbered Years.

MTH 448 Cr.3

Operations Research
An introductory course which applies mathematics/statistics to management decision making. Included are methods of optimizing systems, inventory and production control, scheduling, game theory bidding, queuing, quality control, reliability and time series. Various programming, analysis and Monte Carlo techniques are introduced with the computer used as a tool where appropriate. Prerequisites: grade of “C” or better in MTH 245 or MTH 405. Offered Spring - Odd Numbered Years.

MTH 449/549 Cr.3

Applied Multivariate Statistics
An introduction to applied multivariate statistical methods covering multivariate analysis of variance, multivariate analysis of covariance, repeated measures design, factor analysis, principle component analysis, cluster analysis, discriminate analysis, and multivariate regression. Course participants will be involved with hands-on statistical applications. Prerequisite: grade of “C” or better in MTH 245 or MTH 405; junior standing. Offered Fall - Odd Numbered Years.

MTH/PHY 461 Cr.3

Mathematical Physics
In depth study of topics from vector analysis, Fourier analysis and special functions with emphasis on modeling physical phenomena involving conservative fields, fluid flow, heat conduction, and wave motion. MTH 461 may be counted towards both a MTH and PHY major. Prerequisite: grade of “C” or better in MTH 353. (Cross-listed with MTH/PHY; may only earn credit in one department.) Offered Spring - Odd Numbered Years.

MTH 480 Cr.3

Studies in Applied Mathematics
Advanced studies of applications of mathematics and computation to solve problems and understand processes from a variety of fields (for example, industry, medicine and the physical and life sciences.) Requirements include an application/ modeling project with a written report and class presentation. Prerequisite: grade of “C” or better in MTH 353. Offered Spring - Even Numbered Years.

MTH 495/595 Cr.1-3

Special Topics in Mathematics
Special topics in mathematics not covered by regular courses taught in this department, such as topology, set theory and advanced numerical analysis. The particular topic is decided mutually by the students and the instructor. Repeatable for credit - maximum six. Prerequisite: junior standing. Consent of department. Offered Occasionally.

MTH 496/596 Cr.1-3

Special Topics in Statistics
Special topics in statistics not covered by regular courses taught in this department. The particular topic is decided by the instructor. Repeatable for credits - maximum six. Consent of department. Offered Occasionally.
MTH 499 Cr.1-3
Research Topics
An opportunity to pursue individual research topics under the direction of a faculty member. Depending on the nature of the research project, study is expected to involve substantial computational or theoretical work in addition to literature review and instruction. In addition to a written report to the supervising faculty member, expected outcomes may include: software, papers and presentations to the department and regional meetings. Not applicable to a mathematics major or minor. Registration by written consent of supervising faculty member. Repeatable for credit - maximum six. Consent of department. Offered Occasionally.

MIC 100 Cr.4
Microbes and Society
Microbiology plays an integral role in human affairs and our daily lives. Some microorganisms have caused tremendous suffering throughout history, however many microbes have also provided countless benefits to humans and play vital roles in essential global cycles. This course examines the science of microbiology and the impact of microbiology on human affairs. The principles of microbial diversity, cell structure, growth and reproduction, global processes, disease, and prevention of disease are covered. Each topic provides a basis for discussion of current issues where microorganisms play a role. The laboratory provides an inquiry based approach to examining the diversity of microorganisms and their role in disease, spoilage, genetic engineering, food and antibiotic production, agriculture, and the environment. Offered Fall, Spring.

MIC 102 Cr.1
Global Bioterrorism
An overview of current potential biological warfare agents. Topic areas will include an historical overview, an explanation of differences in the classes of biological warfare agents, our preparedness to meet this threat, and counter measures to prevent a biological warfare catastrophe. Offered Occasionally.

MIC 120 Cr.1
Introduction to the Microbial Sciences
This course introduces students to the nature and scope of biological sciences that involve microorganisms. The importance, applications, and career opportunities in diverse areas of microbiology such as medical, molecular, food and industrial, ecological, and environmental microbiology will be covered. Current topics of microbiology and their impact on society will be examined. The course introduces students to the various options in the microbiology major, and how microbiology relates to other majors. Offered Occasionally.

MIC 130 Cr.3
Global Impact of Infectious Disease
A multifaceted examination of issues related to infectious disease throughout the world. The course will begin with historical examples of how infectious disease has impacted society, from plagues of centuries past to recent emerging diseases. After defining the types of pathogens and methods for their control, the interplay between infectious disease and global economics, health and politics will be evaluated. Additionally, the impact of public perceptions and misconceptions on the spread of infectious disease will be analyzed. Finally, the role of current human activities in shaping disease patterns of the future will be explored. Offered Fall, Spring, Summer.

MIC 230 Cr.4
Fundamentals of Microbiology
An introduction to the fundamental principles and applications of microbiology with an emphasis on the role of microorganisms, especially bacteria, in human affairs. Lecture topics include microbial diversity, cell structure and function, growth and metabolism, genetics, genetic engineering, control of microbial growth, host-parasite interactions, immunology, microbial ecology and applied microbiology. Laboratory emphasis is on methods used to cultivate and identify bacteria, genetic techniques, and on standard techniques used in applications of microbiology (clinical, food, industrial, and aquatic). Lect. 2, Lab. 4. Prerequisite: BIO 103 or BIO 105; CHM 103. Offered Fall, Spring, Summer.

MIC 260 Cr.1-3
Topics in Microbiology
Varying topics in microbiology with a specific title assigned to each. Offered by resident faculty or visiting lecturers. Repeatable for credit - maximum six. Prerequisite: MIC 230. Offered Occasionally.

MIC 299 Cr.1-2
Introduction to Microbiology Research
An opportunity to participate in laboratory or field research experience under the direction of a faculty member. Depending on the nature of the research project, study will involve participation in laboratory or theoretical work in addition to selected readings and instruction. A written report to the supervising faculty member is an expected outcome. Completion of safety training required prior to beginning research. Admission with instructor and department approval. Repeatable for credit - maximum four. Consent of department. Offered Fall, Winter, Spring, Summer.

MIC 310 Cr.3
Immunology
Fundamentals of immune system structure and function. Includes response to infectious agents, as well as vaccination, allergy, autoimmune disease, cancer, organ transplantation, immune deficiency and related public health issues. Prerequisite: MIC 100 or BIO 103 or BIO 105 with a grade of “C” or better; one 200 level or higher biology or microbiology course. Offered Fall, Spring.

MIC 350 Cr.3
Bacterial Diversity
A course is a survey of the bacteria. Lectures will cover bacterial classification and the structure, physiology, ecology, and applications of various groups of bacteria. Special emphasis will be on the more unique species and those of industrial, ecological and environmental importance. The laboratory will involve enrichment and isolation procedures for selective groups of bacteria. Lect. 2, Lab 3. Prerequisite: MIC 230. Offered Spring, Fall-Odd # Years.
MIC 380 Cr. 4
**Food Microbiology**
A study of environmental factors affecting the growth, activity, and destruction of microorganisms in food; principles of food spoilage; preservation of foods, including basic methods and their application to foods; food-borne intoxications and infections; indicator organisms; sanitation and microbiological standards in foods. Laboratory instruction includes quality control methods, sampling methods, techniques to identify important microorganisms in foods, and data interpretation and analysis. Lect. 2, Lab. 4. Prerequisite: MIC 230. Offered Fall.

MIC 407/507 Cr. 4
**Pathogenic Bacteriology**
The study of pathogenic bacteria and their relationships to disease, principles of infection and pathogenesis, and unique properties of pathogens. Laboratory emphasis is on techniques for isolation and identification of pathogenic bacteria. Not applicable to biology major; may be applied to the microbiology, clinical laboratory science major and/or degree as well as an elective for the biology biomedical concentration. Lect. 2, Lab. 4. Prerequisite: MIC 230; junior standing. Offered Fall, Spring.

MIC 410/510 Cr. 2
**Immunology Laboratory**
Designed as an introduction to immunology techniques used in clinical and research laboratories. Includes antibody-based diagnostic tests such as ELISA and Western blot. Cell-based techniques include lymphocyte culture and flow cytometry. Lab. 4. Prerequisite: MIC 310 or concurrent enrollment. Offered Fall, Spring.

MIC 416/516 Cr. 5
**Microbial Genetics**
An in-depth study of the bacterial and bacteriophage genome with emphasis on the central dogma. Specific topics include DNA replication, transcription and translation, DNA mutation and repair, regulation of gene expression, mechanisms of genetic exchange, plasmid structure and function, transposition, gene mapping and recombinant DNA technology. Laboratory emphasis is on the techniques used in bacterial mutagenesis, genetic exchange, gene mapping, and gene cloning. Lect. 2, Lab. 6. Prerequisite: MIC 230; CHM 300 or CHM 303; junior standing. Offered Fall.

MIC 420/520 Cr. 3
**Introductory Virology**
An introduction to viruses and their interactions with host organisms. Special emphasis is placed on the structure and replication cycles of virus families with medical importance. Prerequisite: MIC 230; MIC 416 or BIO 306 or BIO 435; junior standing; three semesters of college chemistry to include organic chemistry. Offered Spring.

MIC 421/521 Cr. 2
**Virology Laboratory**
A laboratory course designed to introduce fundamental techniques used to study viruses in medicine, biotechnology and research. Emphasis is on procedures used to safely handle viruses, grow them in tissue culture, and the molecular biological, biochemical and immunological techniques used to detect and analyze viruses. Lab. 4. Prerequisite: MIC 230; MIC 416 or BIO 306 or BIO 435; three semesters of college chemistry to include organic chemistry; junior standing. Offered Fall.

MIC 425/525 Cr. 5
**Bacterial Physiology**
An in-depth study of bacterial structure and function, catabolic and anabolic pathways, regulation, and macromolecular synthesis. Laboratory emphasis is on current techniques used to examine bacterial structure and metabolism such as macromolecular separations and quantification, use of radioisotopic tracers and quantification of enzyme activity. Lect. 2, Lab. 6. Prerequisite: MIC 230; MTH 145 or higher; CHM 300 or CHM 303; junior standing. Offered Spring.

MIC 427/527 Cr. 3
**Industrial and Fermentation Microbiology**
A study of microbiology and biochemistry of food fermentations; bioconversions; production of antibiotics, vitamins, amino acids and organic acids. Prerequisite: MIC 230, CHM 104; junior standing. Offered Fall - Odd Numbered Years.

MIC 428/528 Cr. 2
**Fermentation Microbiology Laboratory**
Principles of fermentation science and biotechnology with emphasis on industrial and food fermentation processes. Laboratory emphasis is on the use of various fermentation systems that generate useful products including fermented food and beverages, pharmaceuticals, chemicals and other gene products. Lab. 4. Prerequisite: MIC 230, CHM 104; junior standing. Offered Occasionally.

MIC 434/534 Cr. 3
**Aquatic Microbial Ecology**
An ecological study of bacteria, cyanobacteria and algae of aquatic ecosystems. Topics include microbial strategies for survival under various environmental conditions, the role of microorganisms in biogeochemical cycling of elements, interactions of microorganisms with other aquatic biota, the role of microorganisms in pollution problems, and applications of microbial ecology to biotechnology. Laboratory emphasis is on experimental design and sampling techniques, quantification of microbial biomass, and measurement of microbial activities in aquatic habitats. One weekend field trip required. Lect. 2, Lab. 3. Prerequisite: MIC 230; three semesters of college chemistry; junior standing; BIO 341 strongly recommended. Offered Fall - Even Numbered Years.

BIO/MIC 440/540 Cr. 2
**Bioinformatics**
In this course, students will use computers to study and compare the sequence of nucleotides in DNA or RNA, or the amino acids in a protein. Computers are also used to examine the three dimensional structure of protein. Being able to manipulate and study this information is the basis for the current revolution in biotechnology. Topics include evolution, taxonomy, genomics and understanding disease. This course provides students an opportunity to explore the relationships between biology, microbiology, chemistry and computer science. Lect. 1, Lab. 2. Prerequisite: BIO 306 or MIC 416; junior standing. (Cross-listed with BIO/MIC, may only earn credit in one department.) Offered Spring, Winter.

BIO/MIC 442/542 Cr. 3
**Plant Microbe Interactions**
This course will explore in depth various ways that plants interact with microbes in the environment, at the macroscopic, cellular, and molecular levels. Case studies will include both parasitic and mutualistic (symbiotic) interactions. Microbes include fungi, bacteria, nematodes, and viruses. Includes plant pathology and studies of the beneficial relationships between plants and microbes. Inquiry based labs are integrated into the lecture and discussion sessions. Lect. 2, Lab. 2. Prerequisite: BIO 203 or BIO 304; MIC 230; BIO 306 or MIC 416; junior standing. (Cross-listed with BIO/MIC, may only earn credit in one department.) Offered Spring - Even Numbered Years.
MIC 450 Cr.1-3
Internship in Microbiology
An academically relevant field experience in government, industry, business or community agencies. Students must have their internships approved and be advised by the department. Students must be on their internship work site during the semester for which they are registered for academic credit. Repeatable for credit - maximum two. Maximum of two credits applicable to major. Consent of department. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

MIC 454/554 Cr.2
Mechanisms of Microbial Pathogenicity
The study of mechanisms of microbial pathogenicity including both overt microbial factors and complex interactions with the host that produce symptoms of disease. The cellular, biochemical, molecular, and genetic bases for modern understanding of microbial disease will be included. Prerequisite: MIC 310 or equivalent; MIC 407 or equivalent; junior standing. Offered Spring - Odd Numbered Years.

MIC 455/555 Cr.3
Field and Laboratory Methods in Vector-Borne and Zoonotic Disease Research
This course will explore methods used in vector-borne and zoonotic disease research. Students will learn current field and laboratory techniques used to understand the epidemiology, spread, and transmission of vector-borne, infectious diseases (VBID’s) and other zoonotic diseases. Emphasis will be placed on sample collection in the field from birds, mammals, and vectors as well as processing and testing samples from the causative agents of West Nile encephalitis, Eastern equine encephalitis, Lyme disease, Human granulocytic ehrlichiosis (HGE), and others. Attention will focus on experimental design and computer methods used in study design and application. Lect/Lab full-time three weeks. Course offered off campus. Prerequisite: MIC 230 or equivalent; junior standing. Offered Occasionally.

MIC 460/560 Cr.1-3
Symposium Microbiology
Varying topics in microbiology with a specific title assigned to each. Offered by resident faculty or visiting lecturers. Repeatable for credit - maximum six. Prerequisite: MIC 230; junior standing. Offered Occasionally.

MIC 461 Cr.1
Capstone in Microbiology
A seminar-style course designed for students to review and discuss basic concepts necessary for a career in microbiology and to assess their major. This course will cover basic concepts of quantitative skills, computer literacy, and current topics microbiology. Students are expected to actively participate in an assessment of their major, and participate in discussions on major issues and developments in the microbiological sciences. Students will present a seminar on a contemporary microbiological topic incorporating primary literature. Prerequisite: senior standing; must have completed all core microbiology classes by the end of the semester for which one is enrolling. Offered Fall, Spring.

MIC 479 Cr.1-2
Microbiology Laboratory Assistant
An opportunity to assist in the preparation and instruction of a microbiology laboratory. Students will be expected to assist in preparation of course materials, demonstrate proper techniques, and evaluate student performance. Completion of safety training required. Repeatable for credit - maximum four. Lect. 2, Lab. 6. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

MIC 489 Cr.1-2
Independent Study in Microbiology
A directed reading/project course covering a standard body of knowledge within the discipline but outside that offered through regularly scheduled courses. Under the direction of the supervising faculty member, study may involve a review of current literature. A written report or project is an expected outcome. Completion of safety training required prior to beginning a laboratory or field-based project. Admission with instructor and department approval. Repeatable for credit - maximum four. Consent of department. Offered Fall, Winter, Spring, Summer.

MIC 499 Cr.1-10
Independent Research in Microbiology
An opportunity to pursue individual research topics under the direction of a faculty member. Depending on the nature of the research project, study is expected to involve substantial laboratory or theoretical work in addition to literature review and instruction. Students are expected to develop research skills related to microbiology. In addition to a written report to the supervising faculty member, expected outcomes may include: laboratory notebooks, experimental devices, software, papers and presentations to departments and regional meetings. Completion of safety training required prior to beginning research. Admission with instructor and department approval. Repeatable for credit - maximum 10. Two credits apply to the major. Consent of department. Offered Fall, Winter, Spring, Summer.

Military Science (MS) - Courses

Courses

MS 101 Cr.2
Introduction to the Army Profession
This course introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as time management, physical fitness, and stress management relate to leadership, Officership, and Army operations. Focus is placed on developing basic knowledge and comprehension of Army Leadership Dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army and its advantages for the student. Offered Fall.

MS 102 Cr.2
Basic Leadership
This course provides an overview of leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, and competencies in the context of practical, hands-on, and interactive exercises. Continued emphasis is placed on recruitment and retention of students. Cadre role models and the building of stronger relationships among students through common experience and practical interaction are critical aspects of the MS 102 experience. Prerequisite: MS 101. Offered Spring.
MS 201 Cr.2

Individual Leadership Studies
This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership attributes and core leader competencies through an understanding of Army rank, structure, duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply to the contemporary operating environment. Prerequisite: MS 102. Offered Fall.

MS 202 Cr.2

Leadership and Teamwork
This course examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Students develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Prerequisite: MS 201. Offered Spring.

MS 301 Cr.3

Leadership & Problem Solving
This course challenges students to study, practice, and evaluate adaptive leadership skills as they are presented with scenarios related to squad tactical operations. Students receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, students continue to develop their leadership and critical thinking abilities. The focus is developing students' tactical leadership abilities to enable them to succeed at ROTC's summer Leadership Development and Assessment Course (LDAC). Prerequisite: MS 202. Offered Fall.

MS 302 Cr.3

Leadership and Ethical Decision Making
This course uses increasingly intense situational leadership challenges to build student awareness and skills in leading tactical operations up to platoon level. Students review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. The focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operating environment (COE). Students are evaluated on what they know and do as leaders as they prepare to attend the ROTC summer Leadership Development and Assessment Course (LDAC). Prerequisite: MS 301. Offered Spring.

MS 401 Cr.3

Leadership and Management
This course transitions the focus of student learning from being trained, mentored and evaluated to learning how to train, mentor and evaluate underclass students. Students learn the duties and responsibilities of an Army staff officer. Students will also learn about the special trust, proposed by the U.S. Constitution to Army officers; a trust above and beyond other professions. Further, students will learn Army values and ethics and how to apply them to everyday life as well as in the Contemporary Operating Environment. Finally, students will learn about the officer's role in the Uniform Code of Military Justice, counseling subordinates, administrative actions and methods on how to best manage their career as Army officers. Prerequisite: MS 302. Offered Fall.

MS 402 Cr.3

American Military History
A historical review and analysis of the development of military strategy and weapons; a detailed study of the history of the United States military; an analysis of contemporary, post-World War II issues; and a study of selected battles. Offered Annually.

MS 403 Cr.3

Officership
This course explores the dynamics of leading in the complex situations of current military operations in the Contemporary Operating Environment. Students examine differences in customs and courtesies, military law, principles of war, and Rules of Engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing students for their first unit of assignment. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare students to face the complex, ethical, and practical demands of leading as commissioned officers in the United States Army. Prerequisite: MS 401. Offered Spring.

Modern Languages (MLG) - Courses

Courses
MLG 101 Cr.4
World Languages: Elementary I
Oral and written language study, reading, grammar. A year of high school study in this language is equivalent to the 101 level. Offered Fall.
+MLG 102 Cr.4
World Languages: Elementary II
Oral and written language study, reading, grammar. A year of high school study in this language is equivalent to the 101 level as a prerequisite. Prerequisite: MLG 101 in the appropriate language. Offered Spring.

MLG 110 Cr.4
Introduction to the Study of Languages
An investigation of the nature, function, and characteristics of romance and germanic languages compared linguistically with English and other languages. Offered Occasionally.
+MLG 201 Cr.4
World Languages: Intermediate I
Third semester oral and written language study, reading, grammar. Prerequisite: two years of high school or MLG 102 in this language. Offered Fall.
+MLG 202 Cr.4
World Languages: Intermediate II
Fourth semester oral and written language study, reading, grammar. Prerequisite: three years of high school or MLG 201 in this language. Offered Spring.

Classroom courses in world languages are conducted through classroom instruction, labs, and activities. In addition, students are assigned one hour of homework per week for each class period. Each classroom course includes one hour of laboratory work per week in which students practice oral language skills. Consent of instructor required. Offered Fall, Winter, Spring, Summer.
+MLG 299 Cr.3  
**Foreign Literature in Translation**  
The primary focus of this course is on major and representative works originally written in French, German, Russian, Spanish and Chinese. The course is team-taught in English by specialists of the respective literatures. Content and theme vary with instructors. Offered Spring.

+MLG 304 Cr.4  
**Heritage Language: Advanced**  
Taught in the heritage language specified, this course provides opportunities for students to develop advanced-level heritage language reading and writing skills. Students read authentic heritage language manuscripts, practice heritage language narrative and expository writing, translate documents in their fields, and explore heritage language features related to social customs. Prerequisite: ENG 110 or ENG 112; MLG 204 or a foreign language at the intermediate-level reading and writing skills in the heritage language. Consent of instructor. Offered Occasionally.

MLG 306 Cr.3  
**Introduction to Second Language Acquisition**  
This course is designed as an introduction to the field of second language acquisition. It surveys the different theories of second language acquisition including inter-language, the role of first languages, child first- and second- language acquisition, Universal Grammar, Input and Output, the role of formal instruction, the lexicon, and the influence of context. Prerequisite: junior standing & one of the following: AP foreign lang. score 3 or higher; placing into 201-level or higher foreign lang. course; score 70 or higher on La Crosse Battery (non-native speakers of English); grade "B" or better in 102-level or higher foreign lang. course taken at UWL (taught in foreign language). Offered Spring.

MLG 335 Cr.3  
**Service Learning in Latin America**  
This course seeks to prepare students for a service learning trip to Latin America. The course explores issues such as racism and the African Diaspora in Latin America, ethnic and racial groups and their participation in Latin American societies, types and systems of oppression, social justice, and the effects of globalization on the environment. Students will also learn practical Spanish to use while working on projects with community partners. Offered Fall - Odd Numbered Years.

MLG 340 Cr.3  
**The Study of Language**  
An introduction to the study of the nature of human language and an investigation of the structure of English compared with other languages. Prerequisite: ENG 110 or ENG 112; MLG 204 or a foreign language at the 102 level or higher. Students cannot earn credit in both ENG 331 and MLG 340. Offered Fall.

MLG 345 Cr.3  
**Intercultural Interactions**  
In this course, students learn about cultural influences in educational settings and develop their ability to successfully navigate intercultural interactions while working with diverse populations within the United States or internationally. Course topics include definitions of culture, its deep structure and surface level expressions, relationships between culture and language and individual identity, how culture is expressed and transmitted in education, and intercultural competence. Students compare their own cultural values to those of at least one other cultural group with whom they are likely to work in the future. Depending on individual focus, students create a case study or lesson plan focused on teaching culture and improving intercultural interactions. Students leave this course with greater cultural awareness, an understanding of how cultures are learned and taught, especially in educational settings, and the intercultural competence to live and work with those from cultures distinct from their own. Prerequisite: junior standing & one of the following: AP foreign lang. score 3 or higher; placing into 201-level or higher foreign lang. course; score 70 or higher on La Crosse Battery (non-native speakers of English); grade "B" or better in 102-level or higher foreign lang. course taken at UWL (taught in foreign language). Offered Spring.

MLG 398 Cr.1-4  
**World Languages: Advanced**  
Advanced study of less commonly taught world languages. Instruction may be offered on an individualized basis or through distance education when a course is available on another campus. Repeatable for credit - maximum eight. Prerequisite: MLG 202 in the appropriate language. Offered Occasionally.

MLG 406 Cr.3  
**Language Assessment and Testing**  
This course is designed as an introduction to the field of second language assessment and testing. It surveys the different approaches to second language assessment and testing including language proficiency, language aptitude, summative and formative assessments, the assessment context, assessment tools construction, working with assessment data to improve language lessons. Prerequisite: MLG 306. Offered Fall.

MLG 455/555 Cr.1-6  
**Foreign Language Program Development**  
This course is designed for teachers or prospective teachers working toward teacher certification or recertification in a second or third language and/or in ESL. Program topics include: grammar, conversation, civilization, literature and methods. Repeatable for credit - maximum 12. Prerequisite: junior standing. Acceptance of an approved program by department and permission of department chair. Consent of department. Offered Occasionally.

MLG 473/573 Cr.3  
**Teaching World Languages: From Early Childhood to Early Adolescence**  
Designed to prepare pre-service teachers to teach world languages to children in the birth to pre-puberty range; provides a basic understanding of classroom applications of second language acquisition and learning theories, teaching methods, approaches and techniques appropriate for these age levels, standards based assessment and lesson design, and curriculum development. Focus is on putting theory into practice through demonstration, micro-teaching, curriculum evaluation, materials development and unit lesson planning. (This course is intended for students seeking MC-EA world language certification.) Prerequisite: EDS 351 or EDS 402 or concurrent enrollment. Offered Fall.
Music (MUS) - Courses

+ next to a course number indicates a general education course

Courses

MUS 100 Cr.1
Screaming Eagles Marching Band I
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Not repeatable for credit. Offered Fall, Spring.

*MUS 105 Cr.2
Music Appreciation
The Western classical tradition. A survey of the forms and styles within each period since the Baroque. Emphasis on the content of specific masterpieces to enhance perceptive learning. Not applicable to major or minor. Not open to students with credit in MUS 110. Offered Fall, Spring.

MUS 106 Cr.1
Concert Choir I
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Offered Fall, Spring.

*MUS 110 Cr.3
The Listening Experience in Music
An introductory course to music listening, with emphasis on methods of perceiving and understanding musical information. Topics include factors in listening, recognition of musical elements and other concepts which contribute to aural perception, and understanding the influence of musical context. The course content will include representative examples of world music, compositions by women, and representative music from the Western classical tradition. Not applicable to major or minor. Not open to students with credit in MUS 105. Offered Occasionally.

MUS 119 Cr.1
MännerChor I
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Offered Fall, Spring.

MUS 123 Cr.1
Women's Chorus I
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Offered Fall, Spring.

MUS 130 Cr.1
Jazz Orchestra I
Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 119/219/319/419 (MännerChor), MUS 123/223/323/423 (Women's Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 156/256/356/456 (Symphonic Band), MUS 140/240/340/440 (Wind Symphony), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to the music major. Repeatable for credit - maximum two. Offered Fall, Spring.

MUS 134 Cr.1
Jazz Ensemble I
Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 119/219/319/419 (MännerChor), MUS 123/223/323/423 (Women's Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 156/256/356/456 (Symphonic Band), MUS 140/240/340/440 (Wind Symphony), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to the music major. Repeatable for credit - maximum two. Offered Fall, Spring.

MUS 140 Cr.1
Wind Symphony I
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Offered Fall, Spring.

MUS 144 Cr.1
Symphonic Band I
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Not repeatable for credit. Offered Spring.

MUS 146 Cr.1
Keyboard Competencies I
This course is designed to prepare students to use the piano as a functional vehicle of expression and as an accompanying instrument. Emphasis will be given to developing physical coordination of keyboard performance skills, building basic piano technique and basic keyboard theory, harmonizing melodies with given chord symbols and by ear, and reading simple piano literature in traditional music notation. Lect. 1, Lab. 1. Prerequisite: music major or minor, or concurrent registration in MUS 235. Offered Fall - Even Numbered Years.

MUS 147 Cr.1
Keyboard Competencies II
This course is designed to prepare students to use the piano as a functional vehicle of expression and as an accompanying instrument. From performance level attained in Keyboard I, students will continue developing physical coordination of keyboard performance skills, building basic technique, applying keyboard theory and harmonizing melodies. Primary emphasis will be to increase performance ability at first sight through practice strategies, musical analysis and several pieces of piano literature. Lect. 1, Lab. 1. Prerequisite: MUS 146 or consent of instructor. Offered Fall - Even Numbered Years.
MUS 148 Cr.1

Keyboard Competencies III
This course is designed to prepare students to use the piano as a functional vehicle of expression and as an accompanying instrument. Having achieved basic piano technique and reading skills, the emphasis in this course will be to expand the use of the keyboard in practical music education contexts: accompaniments, multiple staff (score) reading and transposition. Students will have opportunities to articulate practice strategies and to assess performances. Practical situations which call for modification of the printed score will also be addressed. Lect. 1, Lab. 1. Prerequisite: MUS 146 or consent of instructor. Offered Spring - Odd Numbered Years.

MUS 149 Cr.1

Keyboard Competencies IV
This course prepares music education students to address standards for keyboard competency as stipulated by the Wisconsin Department of Public Instruction. All activities in the course will be driven by practical situations in the classroom using keyboard skills. These skills include demonstration of keyboard technique (scales, chord progressions), folk song accompaniments, transposition of melodies to other keys, score reading (choral or instrumental ensembles) and performance of accompaniments with appropriate stylistic considerations. Lect. 1, Lab. 1. Prerequisite: MUS 148 or consent of instructor. Offered Spring - Odd Numbered Years.

MUS 152 Cr.1

Opera Workshop
Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 119/219/319/419 (MannerChoir), MUS 123/223/323/423 (Womens Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 156/256/356/456 (Symphonic Band), MUS 140/240/340/440 (Wind Symphony), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to music major. Offered Fall - Odd Numbered Years.

MUS 156 Cr.1

Orchestra I
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Offered Fall, Spring.

MUS 158 Cr.1

Choral Union I
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Offered Fall, Spring.

MUS 160 Cr.1

Vocal Jazz I
Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 119/219/319/419 (MannerChoir), MUS 123/223/323/423 (Womens Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 156/256/356/456 (Symphonic Band), MUS 140/240/340/440 (Wind Symphony), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to the music major. Repeatable for credit - maximum two. Offered Fall, Spring.

MUS 161 Cr.1

Ensembles
Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 119/219/319/419 (MannerChoir), MUS 123/223/323/423 (Womens Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 156/256/356/456 (Symphonic Band), MUS 140/240/340/440 (Wind Symphony), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to music major. Offered Fall, Spring.

MUS 162 Cr.1

Chamber Choir I
Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 119/219/319/419 (MannerChoir), MUS 123/223/323/423 (Womens Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 156/256/356/456 (Symphonic Band), MUS 140/240/340/440 (Wind Symphony), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to the music major. Repeatable for credit - maximum two. Offered Fall, Spring.

MUS 200 Cr.1

Screaming Eagles Marching Band II
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Not repeatable for credit. Prerequisite: MUS 100. Offered Fall.

+MUS 201 Cr.3

Musical Cultures
World music from a global perspective, celebrating both the similarities and differences of musical expressions. Exemplary artistic, folkloric, and popular music cultures of the world are compared to those of the Medieval and Renaissance eras. An introduction to hearing these expressions as cultural phenomena, using objective methods of study that lead to a general understanding of music by visual and aural analysis and by hearing music in its cultural context. Prerequisite: MUS 105 or MUS 110 or music major or minor. Offered Fall.

MUS 202 Cr.2

Music History: 1600-1825
A study of music history and literature in the Western world from 1600-1825. Prerequisite: MUS 105 or MUS 110 or MUS 201. Offered Spring.

+MUS 204 Cr.3

Latin American Music: Its Context and Impact
A survey of Latin American musical styles, their cultural contexts, and their impact in the U.S. An assessment of religious, artistic, and popular music, focusing on major schools and traditions in Latin America. The course develops from a geographical, chronological approach ranging from pre-Columbian to European and African manifestations in the 20 Latin American republics, with emphasis on the Hispanic domination. Then the course traces the U.S. impact of Mexicans in the southwest since the California missions, Puerto Ricans in New York, and Cubans in Miami; the inroads of Latin dances on jazz and rock. Offered Occasionally.
MUS 206 Cr.1
Concert Choir II
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Prerequisite: MUS 106; sophomore standing. Offered Fall, Spring.

+MUS 209 Cr.3
History of Jazz Culture
A chronological study of the history of jazz from its African/Creole roots to the present with emphasis on ethnic cultural contributions and innovations through listening and selected readings. Offered Fall, Spring.

MUS 211 Cr.2
Basic Conducting
Development of the physical and mental skills necessary for accurate beat patterns, cueing, fermatas, cut-offs, accentandos and ritardandos. Emphasis is placed on body posture, body language, eye contact, accurate tempos and dynamics. A basic knowledge of musical terms is required along with the ability to use them to teach the aesthetic qualities of music. Prerequisite: MUS 147, MUS 236. Offered Fall - Odd Numbered Years.

MUS 213 Cr.1
Class Guitar
Concentration in development of skills necessary for the use of guitar in the elementary and middle school classroom, including a variety of ways the instrument may be used to accompany singing as well as in solo capacities. Offered Spring - Odd Numbered Years.

MUS 214 Cr.1
String Techniques I
Group instruction on violin/viola. Offered Spring - Odd Numbered Years.

MUS 215 Cr.1
String Techniques II
Group instruction on cello and double bass. This course is designed to prepare students to perform and demonstrate on these instruments at a middle school ability level, teach and diagnose performance problems in elementary and secondary students, and present technical information and demonstrations on the care and maintenance of string instruments. Offered Spring - Odd Numbered Years.

MUS 219 Cr.1
MännerChor II
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Prerequisite: MUS 119; sophomore standing. Offered Fall, Spring.

MUS 220 Cr.1
High Brass Techniques
Group instruction on trumpet/horn. Offered Spring - Even Numbered Years.

MUS 221 Cr.1
Low Brass Techniques
Group instruction on trombone/tuba. Offered Spring - Even Numbered Years.

MUS 223 Cr.1
Women’s Chorus II
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Prerequisite: MUS 123; sophomore standing. Offered Fall, Spring.

MUS 225 Cr.1
Percussion Techniques I
Group lessons in snare, tympani and mallet instruments. Primarily for students preparing to teach instrumental music. Two periods per week. Offered Spring - Odd Numbered Years.

MUS 226 Cr.1
Percussion Techniques II
Group lessons in mallets, Latin equipment and drum set. Primarily for students preparing to teach instrumental music. Two periods per week. Offered Spring - Odd Numbered Years.

MUS 227 Cr.1
Woodwind Techniques I
Group instruction on clarinet. Primarily for students planning to teach instrumental music. Two periods per week. Offered Fall - Even Numbered Years.

MUS 228 Cr.1
Woodwind Techniques II
Group instruction on oboe and flute. Primarily for students planning to teach instrumental music. Two periods per week. Offered Fall - Even Numbered Years.

MUS 229 Cr.1
Woodwind Techniques III
Group instruction on bassoon and saxophone. Primarily for students planning to teach instrumental music. Offered Fall - Even Numbered Years.

MUS 230 Cr.1
Jazz Orchestra II
Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 119/219/319/419 (MännerChoir), MUS 123/223/323/423 (Womens Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 156/256/356/456 (Symphonic Band), MUS 140/240/340/440 (Wind Symphony), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to the music major. Repeatable for credit - maximum two. Prerequisite: MUS 130; sophomore standing. Offered Fall, Spring.

MUS 234 Cr.1
Jazz Ensemble II
Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 119/219/319/419 (MännerChoir), MUS 123/223/323/423 (Womens Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 156/256/356/456 (Symphonic Band), MUS 140/240/340/440 (Wind Symphony), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to the music major. Repeatable for credit - maximum two. Prerequisite: MUS 134; sophomore standing. Offered Fall, Spring.

MUS 235 Cr.3
Music Theory I
Basic materials in music theory, rhythm, intervals, triads, harmony, modes. Introduction to four-part writing and to the analysis of forms and styles. Keyboard harmony. Prerequisite: concurrent enrollment in MUS 237. Offered Fall.
MUS 236 Cr.3
**Music Theory II**
Continuation of Music Theory I. Modulation, seventh chords and altered chords. Nonharmonic tones. Keyboard harmony. Prerequisite: MUS 235 or equivalent; concurrent enrollment in MUS 238. Offered Spring.

MUS 237 Cr.1
**Music Reading & Aural Skills I**
Singing at sight and aural recognition (dictation) of scales and modes, intervals, diatonic melody involving tonic and dominant harmonies, rhythmic patterns in simple and compound meters; introduction to alto and tenor clefs. Two periods per week. Prerequisite: concurrent enrollment in MUS 235. Offered Fall.

MUS 238 Cr.1
**Music Reading and Aural Skills II**
Continuation of MUS 237: subdominant harmonies, secondary dominant harmonies, secondary dominants, modulation to near-related keys, two-voice counterpoint, more complex rhythmic patterns involving syncopation and borrowed divisions of the beat. Two periods per week. Prerequisite: successful completion of MUS 237 with a grade of "C" or better; concurrent enrollment in MUS 236. Offered Spring.

MUS 240 Cr.1
**Wind Symphony II**
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Prerequisite: MUS 140; sophomore standing. Offered Fall, Spring.

MUS 244 Cr.1
**Symphonic Band II**
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Not repeatable for credit. Prerequisite: MUS 144. Offered Spring.

MUS 249 Cr.1
**Piano Sight Reading**
This course is intensely focused on reading piano music at sight. While the majority of the course provides opportunities to read/perform new music at sight, strategies to improve initial sight-reading skills will be given on a regular basis. Lect.1, Lab 1. Prerequisite: MUS 149. Offered Fall - Odd Numbered Years.

MUS 256 Cr.1
**Orchestra II**
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Prerequisite: MUS 156; sophomore standing. Offered Fall, Spring.

MUS 258 Cr.1
**Choral Union II**
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Prerequisite: MUS 158; sophomore standing. Offered Fall, Spring.

MUS 260 Cr.1
**Vocal Jazz II**
Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 119/219/319/419 (MannerChoir), MUS 123/223/323/423 (Womens Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 156/256/356/456 (Symphonic Band), MUS 140/240/340/440 (Wind Symphony), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to the music major. Repeatable for credit - maximum two. Prerequisite: MUS 160; sophomore standing. Offered Fall, Spring.

MUS 262 Cr.1
**Chamber Choir II**
Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 119/219/319/419 (MannerChoir), MUS 123/223/323/423 (Womens Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 156/256/356/456 (Symphonic Band), MUS 140/240/340/440 (Wind Symphony), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to the music major. Repeatable for credit - maximum two. Prerequisite: MUS 162; sophomore standing. Offered Fall, Spring.

MUS 263 Cr.1
**Introduction to Music Technology**
This course introduces the basic principles of music production with recorders, mixers, microphones, synthesizers, samplers, drum machines, computers, video discs and CD ROM devices. It includes fundamental concepts in recording with analog and digital recorders, mixing, analog and digital synthesis, sampling and MIDI/computer applications for music sequencing, notation and education. Prerequisite: MUS 235. Offered Spring - Even Numbered Years.

MUS 300 Cr.1
**Screaming Eagles Marching Band III**
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Not repeatable for credit. Prerequisite: MUS 200. Offered Fall.

MUS 301 Cr.2
**Music History: 1825-1900**
A study of music history and literature in the Western world from 1825 to 1900: the Romantic Period. Prerequisite: MUS 105 or MUS 110 or music major. Offered Fall.

MUS 302 Cr.2
**Music History: 20th Century**
A study of music history and literature in the Western world from 1900 to the present: the Contemporary Period. Prerequisite: MUS 105 or MUS 110 or music major. Offered Spring.
MUS/THA 304 Cr.3  
**History of Music Theatre**  
A survey of music theatre history and literature from origins to the present and its effect on popular culture, this course provides an understanding of the development of music theatre into the present day. Particular attention is given to the writers and composers who greatly influenced and/or continue to influence the development of this art form. Prerequisite: ENGL 110 or ENGL 112. (Cross-listed with MUS/THA; may only earn credit in one department.) Offered Spring - Odd Numbered Years.

MUS 305 Cr.2  
**American Music**  
A study of musical development in the United States. Colonial music, folk music, jazz, and the development of music as an art in the late nineteenth and twentieth centuries. Prerequisite: MUS 105 or MUS 110 or music major. Offered Occasionally.

MUS 306 Cr.1  
**Concert Choir III**  
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Prerequisite: MUS 206; junior standing. Offered Fall, Spring.

MUS/THA 310 Cr.3  
**The Singer/Actor**  
This course examines the process of acting through song and verse. Its purpose is to explore a variety of theoretical and practical approaches integrating acting, vocal and stylistic techniques which support and strengthen each other. Prerequisite: THA 220 or THA 222; MUS 235, MUS 236, MUS 237, MUS 238. (Cross-listed with MUS/THA; may only earn credit in one department.) Offered Fall - Odd Numbered Years.

MUS 312 Cr.1  
**Marching Band and Jazz Ensemble Techniques**  
Pedagogical techniques and problem solving for conductors of middle school and high school marching bands and jazz ensembles. Prerequisite: MUS 211; MUS 225 or MUS 226; MUS 220 or MUS 221; MUS 226 or MUS 227 or MUS 228. Offered Fall - Odd Numbered Years.

MUS 313 Cr.1  
**Orchestra Techniques**  
Practical approaches to the design and development of a successful school string and orchestra program. Topics covered will be special recruitment and teaching techniques to the string section, the relationship between bowing and style, effective use of heterogeneous teaching methods, chamber music in the string curriculum and scheduling, repertoire, equipment, style and techniques for the full orchestra, string orchestra, strolling strings and "Pops" orchestra. Prerequisite: MUS 211; MUS 214 or MUS 215. Offered Occasionally.

MUS 316 Cr.2  
**Advanced Instrumental Conducting**  
The study of advanced problems in instrumental conducting. Topics covered include baton technique, score preparation and analysis, interpretation, rehearsal technique and procedure and the study of appropriate instrumental literature of the band and orchestra in relation to its performance and practice. Prerequisite: MUS 211. Offered Fall - Even Numbered Years.

+MUS 317 Cr.3  
**Musical Classroom**  
Contextual music methodology course designed for elementary classroom teachers. This course is intended to explore the role of the classroom teacher. The emphasis of the course is to incorporate music into the daily class activities through performance and teaching opportunities. The course content will include listening to representative selections of Western classical, American, and Asian music in relation to its historical, social, and cultural contexts. Not applicable to the music major or minor. Most appropriate for teacher education. Offered Fall, Spring.

MUS 318 Cr.2  
**Advanced Choral Conducting**  
The study of advanced problems in choral conducting. Topics covered will include conducting techniques, score preparation, and analysis, interpretation, rehearsal techniques and procedures, and appropriate choral literature. Prerequisite: MUS 211. Offered Spring - Even Numbered Years.

MUS 319 Cr.1  
**MännerChor III**  
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Prerequisite: MUS 219; junior standing. Offered Fall, Spring.

MUS 320 Cr.2  
**Orchestration**  
A study of the characteristics and capabilities of orchestral and band instruments and the writing of practical transcription and arrangements for various small ensembles, the full band and the orchestra. Prerequisite: MUS 236. Offered Spring - Odd Numbered Years.

MUS 321 Cr.2  
**Choral Arranging**  
Scoring and arranging for mixed chorus, choirs, glee clubs and small vocal ensembles; scoring of instrumental accompaniment for vocal groups. Prerequisite: MUS 335. Offered Fall - Even Numbered Years.

MUS 322 Cr.3  
**Choral Techniques**  
Basic principles of choral performance. Elements of expression, stylistic characteristic and preparation of choral groups. The voice at different age levels. Examination and evaluation of choral materials. Prerequisite: MUS 211. Offered Spring - Odd Numbered Years.

MUS 323 Cr.1  
**Women's Chorus III**  
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Prerequisite: MUS 223; junior standing. Offered Fall, Spring.

MUS/THA 324 Cr.3  
**Cabaret Performance Workshop**  
Students work together in a workshop format to rehearse and eventually perform a cabaret set consisting of ensemble numbers, duets and solos on a common theme. Each number will be carefully rehearsed and staged. This is a studio course requiring active and regular participation. Repeatable for credit - maximum six. Prerequisite: admission to the music theatre emphasis. (Cross-listed with MUS/THA; may only earn credit in one department.) Offered Fall - Even Numbered Years.

MUS 326 Cr.2  
**Jazz Improvisation I**  
The study and application of the theoretical, technical and performance aspects of jazz improvisation. Three periods per week. Prerequisite: MUS 236. Consent of instructor. Offered Fall - Odd Numbered Years.
MUS 336 Cr.3
Music Theory IV
Continuation of "Music Theory III" (MUS 335) with analysis of the principal forms of music. Stylistic and formal analysis and composition with emphasis upon twentieth-century idioms. Keyboard harmony, sight reading and ear training. Prerequisite: MUS 335 or equivalent. Offered Spring.

MUS 337 Cr.1
Music Reading & Aural Skills III
Continuation of MUS 238; chromatic harmonies, four-voice dictation, rhythmic patterns involving changing and complex meters. Two periods per week. Prerequisite: completion of MUS 238 with a grade of "C" or better; concurrent enrollment in MUS 335. Offered Fall.

MUS 338 Cr.1
Music Reading and Aural Skills IV
Continuation of MUS 337; higher chords, non-tonal melody, rhythmic patterns involving syncopation in changing and complex meters. Two periods per week. Prerequisite: completion of MUS 337 with a grade of "C" or better; concurrent enrollment in MUS 336. Offered Spring.

MUS 340 Cr.1
Wind Symphony III
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Prerequisite: MUS 240; junior standing. Offered Fall, Spring.

MUS 342 Cr.1
Keyboard Accompanying
Instruction and practical experience in keyboard accompanying. Consent of department. Offered Occasionally.

MUS 344 Cr.1
Symphonic Band III
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Not repeatable for credit. Prerequisite: MUS 244. Offered Spring.

MUS 349 Cr.1
Vocal Accompanying
Instruction and practical experience in vocal accompanying. Topics include score reading, rehearsal techniques, simplifying scores, improving pianistic interpretation in performance. Lect. 1, Lab. 1. Prerequisite: MUS 249. Offered Spring - Even Numbered Years.

MUS 351 Cr.2
Piano Pedagogy I
An introduction to teaching piano. Topics include methods and materials currently used for studying piano, business and administrative issues related to operating independent teaching studios, innovative strategies beyond traditional method book instruction and piano literature. Through a comprehensive survey of piano literature and essential pedagogical collections of repertoire, students will establish a foundation for teaching styles of intermediate and advanced piano literature. Lect. 2, Lab. 1. Prerequisite: music major; concurrent registration in MUA 314. Offered Spring - Odd Numbered Years.
MUS 352 Cr.2
Piano Pedagogy II: Instructional Strategies
This course is designed to study and implement strategies for improving effectiveness in piano teaching. A systematic examination and evaluation of piano methods will be covered, as well as discussions regarding teaching content versus teaching process. Topics on teaching effectiveness will include behavioral modifications, task analysis, teaching cycles, and observation and evaluation techniques. Students also receive initial training in systematic methods for making independent changes in both piano practice and piano teaching environments. Lect. 2, Lab. 1. Prerequisite: MUS 351; concurrent registration in MUA 314. Offered Spring - Even Numbered Years.

MUS 356 Cr.1
Orchestra III
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Prerequisite: MUS 256; junior standing. Offered Fall, Spring.

MUS 360 Cr.1
Vocal Jazz III
Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 119/219/319/419 (MannerChoir), MUS 123/223/323/423 (Womens Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 156/256/356/456 (Symphonic Band), MUS 140/240/340/440 (Wind Symphony), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to the music major. Repeatable for credit - maximum two. Prerequisite: MUS 258; junior standing. Offered Fall, Spring.

MUS 362 Cr.1
Chamber Choir III
Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 119/219/319/419 (MannerChoir), MUS 123/223/323/423 (Womens Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 156/256/356/456 (Symphonic Band), MUS 140/240/340/440 (Wind Symphony), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to the music major. Repeatable for credit - maximum two. Prerequisite: MUS 260; junior standing. Offered Fall, Spring.

MUS 371 Cr.3
Methods and Materials in Elementary School Music
This course is designed to prepare music education majors to teach content and skills essential for developing musicianship for children in pre-kindergarten through elementary school. Prerequisite: MUS 335; admission to teacher education. Offered Fall - Even Numbered Years.

MUS 372 Cr.3
General Music in the Middle/Senior High School
This course is designed to prepare music education major students for teaching general music in secondary schools. Sufficient materials, methods, and techniques are explored as to enable the beginning teacher to deal with adolescent musical skills. Prerequisite: admission to teacher education. Offered Spring - Odd Numbered Years.

MUS 373 Cr.3
Choral Music in the Middle/Senior High School
This course is designed to provide the students with the basic principles and techniques of choral preparation and performance in relation to public school choral ensembles. It deals specifically with vocal production in young voices, choral sound, repertoire, stylistic characteristics, and expressive elements. Prerequisite: admission to teacher education. Offered Fall - Odd Numbered Years.

MUS 374 Cr.3
Instrumental Music in the Schools
A practicum in the structure, supervision, and administration of school instrumental music programs. Emphasis placed upon elementary band techniques, junior/senior high school band/orchestra rehearsal procedures, and organization and conducting. Prerequisite: completion of eight hours of techniques classes and conducting; admission to teacher education. Offered Fall - Odd Numbered Years.

MUS 400 Cr.1
Screaming Eagles Marching Band IV
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Prerequisite: MUS 300. Offered Fall.

MUS 403 Cr.2
Symphonic Literature
A study of the development of the orchestra, the important orchestral forms and the evolution of orchestral styles through the study of compositions of representative composers. Prerequisite: MUS 301 or MUS 302. Offered Occasionally.

MUS 406 Cr.1
Concert Choir IV
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum four. Prerequisite: MUS 306; senior standing. Offered Fall, Spring.

MUS 407 Cr.2
Survey of Opera
A historical survey of opera from its origin to the present, emphasizing an understanding of the parameters of opera as an art form. Prerequisite: MUS 105 or MUS 110 or music major; MUS 301 or MUS 302. Offered Occasionally.

MUS 419 Cr.1
MännerChor IV
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum four. Prerequisite: MUS 319; senior standing. Offered Fall, Spring.

MUS 423 Cr.1
Women's Chorus IV
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum four. Prerequisite: MUS 323; senior standing. Offered Fall, Spring.
MUS 430 Cr.1
**Jazz Orchestra IV**
Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 119/219/319/419 (Manner Choir), MUS 123/223/323/423 (Women's Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 156/256/356/456 (Symphonic Band), MUS 140/240/340/440 (Wind Symphony), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to the music major repeatable for credit - maximum four. Prerequisite: MUS 330; senior standing. Offered Fall, Spring.

MUS 432 Cr.2
**Counterpoint**
Composition of musical themes with analysis and writing of counterpoint in two and three parts. Prerequisite: MUS 335. Offered Occasionally.

MUS 434 Cr.1
**Jazz Ensemble IV**
Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 119/219/319/419 (Manner Choir), MUS 123/223/323/423 (Women's Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 156/256/356/456 (Symphonic Band), MUS 140/240/340/440 (Wind Symphony), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to the music major repeatable for credit - maximum four. Prerequisite: MUS 334; senior standing. Offered Fall, Spring.

MUS 437 Cr.2
**Form and Analysis**
The study of the basic structural principles and patterns of music, of their expansion into the chief homophonic and contrapuntal forms in Western music. Prerequisite: MUS 335. Offered Occasionally.

MUS 439 Cr.2
**Composition**
The study of compositional techniques and their application to the writing of original music. Individual projects in composition. Prerequisite: MUS 336. Offered Occasionally.

MUS 440 Cr.1
**Wind Symphony IV**
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum four. Prerequisite: MUS 340; senior standing. Offered Fall, Spring.

MUS 444 Cr.1
**Symphonic Band IV**
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Prerequisite: MUS 344. Offered Spring.

MUS 456 Cr.1
**Orchestra IV**
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum four. Prerequisite: MUS 356; senior standing. Offered Fall, Spring.

MUS 458 Cr.1
**Choral Union IV**
Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum four. Prerequisite: MUS 358; senior standing. Offered Fall, Spring.

MUS 460 Cr.1
**Vocal Jazz IV**
Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 119/219/319/419 (Manner Choir), MUS 123/223/323/423 (Women's Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 156/256/356/456 (Symphonic Band), MUS 140/240/340/440 (Wind Symphony), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to the music major repeatable for credit - maximum four. Prerequisite: MUS 460; senior standing. Offered Fall, Spring.

MUS 462 Cr.1
**Chamber Choir IV**
Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 119/219/319/419 (Manner Choir), MUS 123/223/323/423 (Women's Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 156/256/356/456 (Symphonic Band), MUS 140/240/340/440 (Wind Symphony), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to the music major repeatable for credit - maximum four. Prerequisite: MUS 362; senior standing. Offered Fall, Spring.

MUS 480 Cr.1-3
**Independent Study of Music**
Individual projects. Concentration in one area of advanced music study. Open to selected advanced students who have excellent records in the department. Admission by consent of adviser, instructor, and music department staff. Repeatable for credit - maximum six. Consent of department. Offered Occasionally.

MUS 499/699 Cr.1-3
**Special Topics in Music and Music Education**
Special topics in music and music education not covered by current courses taught in the Music Department. The particular topic selected to be determined by the Music Department according to the current need and interest. Repeatable for credit. Prerequisite: MUS 336 or consent of the department chair; junior standing. Consent of instructor. Offered Occasionally.

### Music Applied (MUA) - Courses

#### Courses

**MUA 201 Cr.1**
**Applied Flute**
Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>MUA 202 Cr.1</td>
<td>Applied Oboe</td>
<td>Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.</td>
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<td>MUA 203 Cr.1</td>
<td>Applied Clarinet</td>
<td>Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.</td>
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<tr>
<td>MUA 204 Cr.1</td>
<td>Applied Bassoon</td>
<td>Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.</td>
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<td>MUA 205 Cr.1</td>
<td>Applied Saxophone</td>
<td>Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.</td>
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<td>Applied Horn</td>
<td>Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.</td>
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<td>MUA 207 Cr.1</td>
<td>Applied Trumpet</td>
<td>Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.</td>
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<td>Applied Trombone</td>
<td>Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.</td>
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<td>MUA 209 Cr.1</td>
<td>Applied Euphonium</td>
<td>Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.</td>
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<td>MUA 210 Cr.1</td>
<td>Applied Tuba</td>
<td>Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.</td>
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<td>MUA 211 Cr.1</td>
<td>Applied Percussion</td>
<td>Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.</td>
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<td>MUA 212 Cr.1</td>
<td>Applied Piano</td>
<td>Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.</td>
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<td>MUA 213 Cr.1</td>
<td>Applied Guitar</td>
<td>Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.</td>
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<tr>
<td>MUA 214 Cr.1</td>
<td>Applied Violin</td>
<td>Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.</td>
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<td>MUA 215 Cr.1</td>
<td>Applied Viola</td>
<td>Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.</td>
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MUA 218 Cr.1
**Applied Cello**
Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 219 Cr.1
**Applied Bass**
Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 221 Cr.1
**Applied Voice**
Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 301 Cr.1
**Applied Flute**
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 302 Cr.1
**Applied Oboe**
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 303 Cr.1
**Applied Clarinet**
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 304 Cr.1
**Applied Bassoon**
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 305 Cr.1
**Applied Saxophone**
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 306 Cr.1
**Applied Horn**
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 307 Cr.1
**Applied Trumpet**
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 308 Cr.1
**Applied Trombone**
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 309 Cr.1
**Applied Euphonium**
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 310 Cr.1
**Applied Tuba**
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 311 Cr.1
**Applied Percussion**
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.
MUA 314 Cr.1
Applied Piano
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 315 Cr.1
Applied Guitar
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 316 Cr.1
Applied Violin
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 317 Cr.1
Applied Viola
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 318 Cr.1
Applied Cello
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 319 Cr.1
Applied Bass
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 321 Cr.1
Applied Voice
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 471 Cr.1
Recital
Capstone project in applied music. Includes one-half hour private lesson per week and one class lesson per week plus public recital. Requirements vary by emphasis. See the music department's "Student Handbook." Repeatable for credit - maximum two. Prerequisite: open to music majors; two semesters of 300 level applied music in the performance area of the recital. Concurrent enrollment in 300 level applied music course recommended. Offered Fall, Spring.

MUA 472 Cr.1
Performance Emphasis Recital
Capstone project in applied music. Includes one-half hour private lesson per week and one class lesson per week plus public recital. Requirements vary by emphasis. See the music department's "Student Handbook." Repeatable for credit - maximum two. Prerequisite: open to music majors; two semesters of 300 level applied music in the performance area of the recital. Concurrent enrollment in 300 level applied music course recommended. Offered Fall, Spring.

Nuclear Medicine Technology (NMT) - Courses

Courses
NMT 201 Cr.1
Introduction to Nuclear Medicine Technology
Orientation to the application and professional aspects of nuclear medicine technology; including radiation safety and protection, types of imaging procedures performed, computer applications, related allied health professions and ethics. Lect. 0.5, Lab. 1. Offered Fall.

NMT 314 Cr.2
Cross-Sectional Anatomy
This course revisits anatomy specifically from an imaging perspective. Students will learn to identify normal and abnormal structures on CT and MRI scans and locate topographic landmarks on diagnostic and simulation images. Prerequisite: BIO 313 with a grade of "C" or better. Students with credit in RT 421 cannot earn credit in NMT 314. Offered Fall.

NMT 395 Cr.1
Immunology for the Nuclear Medicine Technologist
A highly focused investigation of the practices of immunology for the student of nuclear medicine technology. Offered Fall.

NMT 398 Cr.2
Research Writing in Nuclear Medicine Technology
This course focuses on students learning how to interpret published data and how to write an article ready for publication in professional journals in the field of nuclear medicine. Students in the Nuclear Medicine Technology Program will learn how to read, review, and comprehend NMT literature through a series of different writing exercises. Students will have opportunities to become comfortable deciphering the most up to date journal publications writing a journal article. Students will draft and revise their own work to become publication ready in "The Journal of Nuclear Medicine Technology. Prerequisite: concurrent enrollment in NMT 399; admission to NMT Program. Offered Spring.
NMT 399 Cr.1
Applied Research Writing in Nuclear Medicine Technology
This applied writing lab focuses on students practicing the art of interpreting data and summarizing NMT data. Learning how to summarize data and to write an article ready for publication in professional journals in the field of nuclear medicine will assist them in becoming successful in the field. The applied setting will offer students an opportunity to understand and perfect the different parts of writing an NMT research proposal. The applied writing lab provides opportunities for students to draft and revise their own work to become publication ready in "The Journal of Nuclear Medicine Technology. Prerequisite: concurrent enrollment in NMT 398; admission to NMT Program. Offered Spring.

NMT 401 Cr.2
Management and Methods of Patient Care I
The survey of hospital administrative procedures including medical terms and medical ethics. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Fall, Spring.

NMT 402 Cr.1-4
Clinical Correlation: Anatomy, Physiology and Pathology
A lecture series of topics of current interest selected and presented by nuclear medicine physicians. Emphasis on clinical interpretation of organ systems pathophysiology as viewed by the practicing nuclear physician. Lect. 1-2. Duration: two semesters. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 403 Cr.2-4
Anatomy, Physiology and Pathology
The anatomy, physiology and pathology of the human organ systems treated in the application of nuclear medicine. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 404 Cr.1-3
Management and Methods of Patient Care II
Skills in problem-solving, critical thinking and clinical decision making are developed, as well as oral and written clinical communication skills. Administrative duties including budgeting, medical and legal considerations, and political issues affecting patient care are discussed. Focus on basic measures necessary to provide quality patient care. Basic principles of record keeping and confidentiality of information are explained. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Fall, Spring.

NMT 405 Cr.2-3
Radiation Protection
Properties of alpha, beta and gamma radiations, their effects upon human beings and methods for protecting patients and staff from unnecessary exposure and possible injury. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 407 Cr.2-5
Clinical Instrumentation and Techniques
Structure, operating characteristics and practice in use of nuclear radiation detection instruments and radionuclide handling devices used in medical diagnosis and therapy. Lect. 1-3, Lab. 3-6. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 409 Cr.1-3
Mathematical Evaluation of Clinical Data
A study of the expected variations in results depending on the choice of radionuclide, instrument and patient. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 411 Cr.1-2
Records and Administrative Procedures
Records and procedures required by federal, state and professional regulatory agencies to insure proper: (1) acquisition, handling, application, storage, and disposal of radioactive materials; (2) awareness of radiation dosages received by patients and staff; and (3) functioning of detection equipment. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 412 Cr.3-9
Clinical Nuclear Practicum I
The supervised use of radionuclides in imaging and scanning of patients for diagnostic purposes. Lect. 1-3, Lab. 6-18. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 413 Cr.3-9
Clinical Nuclear Practicum II
The supervised use of radionuclides in vitro and in vivo in patients for diagnostic purposes. Lect. 1-3, Lab. 6-18. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 415 Cr.1-3
Application of Radionuclides to Medicine
Review of radionuclides and the compounds into which they are formed that are useful in medical research, diagnosis and therapy. Lect. 1-3 Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 416 Cr.1-3
Nuclear Medicine Quality Control Practicum
Elution of Mo/Tc generator, preparation and testing of radiopharmaceutical products. Gamma Camera uniformity, relative sensitivity and spatial linearity and resolution testing. The use of flood field and bar phantoms on in vivo imaging detectors in the nuclear medicine imaging laboratory. Lect. .5-1.5, Lab. 1.5-4.5. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 417 Cr.2-5
Nuclear Radiation Physics and Instrumentation
Properties of alpha, beta and gamma radiations; their origins and interactions with matter; their control and shielding; and the statistics of counting. Lect. 1-3, Lab. 3-6. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 418 Cr.1-3
Clinical Procedures Review I
Classroom technique to establish clinical practices used in nuclear medicine imaging; develop techniques used in planar and SPECT imaging. The fundamental skills of patient care, radiopharmaceutical preparation and administration. Emphasis is also on computer processing techniques used in coordination with imaging procedures. Lect. 5-1.5. Duration: two semesters. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 419 Cr.1-3
Clinical Radiation Biology
Cellular and organ responses to radiation sources and radionuclides employed in nuclear medicine. Lect. 1-2, Lab. 0-3. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.
Nutrition (NUT) - Courses

NMT 420 Cr.1-2
Gammas Cameras
This course consists of lectures and laboratory sessions relating to the gammas camera from a physics point of view. It will convey to the student the principles of gammas camera operation, methods of measuring and maintaining camera performance, and the theory and practice of acquiring tomographic studies. Lect. 5-1, Lab. 1.5-3. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 421 Cr.1
Therapeutic Radionuclides
The chemical, physical and biological properties of the radionuclides used in diagnosis and therapy. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 422 Cr.1-4
Clinical Procedures Review II
Classroom technique to establish clinical practices used in nuclear medicine imaging. To develop techniques used in planar and SPECT CT imaging that has been developed in addition to the previous course "Clinical Procedures Review" (NMT 418). The fundamental skills of patient care, radiopharmaceutical preparation and administration will be reviewed. Emphasis is also in computer processing techniques used in coordination with imaging procedures. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Fall, Spring.

NMT 423 Cr.1-3
Radiopharmacy
A study of the radiopharmacology and the chemistry of radionuclides used in the clinical laboratory. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 427 Cr.1-5
Application of Computers to Nuclear Medicine
A study of data collection, data reduction and data enhancement by computer methods. Lect. 1-2, Lab. 0-9. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 429 Cr.1-2
Introduction to Computerized Tomography
This course is designed to present a more in depth overview of CT scanning and cross-sectional anatomy. Specific topics include the physics & instrumentation of CT scanning and image production. Comparison of cross-sectional anatomy to PET and CT images. Emphasis will be placed on patient considerations, patient safety, and radiation protection. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 495 Cr.1-3
Special Topics in Nuclear Medicine
Topics of current interest in nuclear medicine with emphasis on new or experimental methods. Hours arranged. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 499 Cr.3
Independent Study
Independent projects under the direction and supervision of a member of the clinical staff. Hours arranged. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

Courses

NUT 200 Cr.3
Human Nutrition
Examination of the basic principles of the science of nutrition including understanding the basic sources of energy and the influences and effects of nutrition on one’s overall health and fitness. Cultural and environmental factors that influence food availability and consumption will also be investigated. Offered Fall, Spring, Summer.

NUT 300 Cr.3
Lifecycle Nutrition
Exploration of nutrition assessment and nutritional requirements/challenges during pregnancy, lactation, infancy, childhood, adulthood and older adulthood, and community nutrition programs targeted for each life stage. Prerequisite: NUT 200. Offered Fall, Spring.

NUT 350 Cr.3
Functional Foods, Herbs, and Supplements
Consumer interest in the relationship between diet and health has increased the demand for information about functional foods, herbs, and supplements. The purpose of this course is to explore current literature and research in these ever-growing and popular topics. Definitions, purpose, safety, efficacy, and risks of each topic will be covered. Additionally, topics of discussion will include specific functional components of food, herbs, and supplements. Prerequisite: NUT 200. Offered Annually.

NUT 400 Cr.3
Food Science and Safety
This course examines the principles of food science including the functional role of carbohydrates, protein and fat. Emphasis will be placed on current topics of food science and safety in the national and local food industry including genetically modified and functional foods. Biological, chemical, and physical factors that affect the safety of food products will be discussed in addition to the role of microorganisms in foodborne illness and food quality. Students in this course will also explore basic principles of food safety including food processing and food service as well as the role of government in food safety. Prerequisite: NUT 200; BIO 100 or BIO 105 or MIC 100 or MIC 230. Offered Fall, Spring.

NUT 450 Cr.2-3
Field Experience in Nutrition
Working with a faculty mentor and site preceptor, students will identify a field site, develop a plan for exposure to appropriate experiences at the field site, participate in nutritionally-related professional activities at the field site, and submit a portfolio detailing field experiences. Prerequisite: nine credits completed in nutrition minor. Consent of instructor. Offered Fall, Winter, Spring, Summer.

NUT 479 Cr.1
Nutrition Teaching Assistantship
Students must complete the following: A study of the principles of science of nutrition including the basic principles of dietetics. Scientific principles of nutrition and dietetics will be covered. Additionally, topics of discussion will include specific functional components of food, herbs, and supplements. Prerequisite: NUT 200. Offered Annually.
NUT 499 Cr.1-2  
**Nutrition Research**  
Working with a faculty mentor(s), students will identify a research topic if interest, develop, plan, carry-out, and report the research in a campus and/or professional meeting. If the research findings are impactful in the field of nutrition, the student will submit a manuscript for publication in an appropriate journal. Repeatable for credit – maximum two. Prerequisite: six credits completed in nutrition minor. Consent of instructor. Offered Fall, Winter, Spring, Summer.

**Philosophy (PHL) - Courses**

+ next to a course number indicates a general education course

**Courses**

+PHL 100 Cr.3  
**Introduction to Philosophy**  
Are you looking for answers to life's important questions? This course offers the student an introduction to the major views on important philosophic topics such as reality, personal identity, freedom, knowledge, morality, religion, and social justice. Offered Fall, Spring.

+PHL 101 Cr.3  
**Introduction to Logic**  
An introduction to logic, the science of valid reasoning. This course introduces the student to both formal and informal methods of reasoning and evaluating arguments. Offered Fall, Spring.

+PHL 120 Cr.3  
**Introduction to Ethics and Society: The Person and the Community**  
Introduces the major perspectives on ethics and its relationship to individuals and social responsibility. Specific contemporary moral and social problems are introduced, such as abortion, famine, war, and individual rights versus the collective rights of society. Offered Fall, Spring.

+PHL 200 Cr.3  
**Introduction to the Literature of Philosophy**  
An examination of the expression, development and conflict of the ideas and values in current and time-honored works of philosophy from major world cultures. Topics to be studied include religion, ethics, knowledge, personal identity, justice and freedom. Students cannot earn credit for the philosophy major/minor in both PHL 100 and PHL 200. Offered Occasionally.

PHL 201 Cr.3  
**Ethical Theory and Practice**  
An exploration of philosophical ethics, with attention paid to the philosophical methods of analysis and argumentation used to drive and evaluate moral theories and judgments. Topics may include the nature of moral truth (e.g., absolute truth, relativism, pluralism), prominent moral theories (e.g., virtue ethics, deontology, utilitarianism), important figures from the history of philosophy (e.g., Aristotle, Kant, J.S. Mill), an examination into the nature of virtues and values, principles of right action, and character. Students can expect to engage in a mandatory service learning project applying what they have learned in the classroom. Offered Annually.

PHL 205 Cr.3  
**History of Ancient Philosophy**  
Introduction to principle questions of philosophy and history of their analysis from the pre-Socratic period to the Renaissance. Offered Fall.

PHL 206 Cr.3  
**History of Modern Philosophy**  
Principal questions of philosophy, and history of their analysis from the Renaissance through the Enlightenment. Offered Spring.

+PHL 212 Cr.3  
**Search for Economic Justice**  
Using humanistic and social scientific approaches, students will explore movements for economic empowerment as a critical dimension of justice in the increasingly global world. Through a mixture of face-to-face, online, and experiential methods, students will examine connections between the individual and larger systems and between the local and the global. They will critically analyze economic and political structures and movements as they pertain to gender, race, ethnicity, and class. The course will be informed by the perspectives of philosophy, English, economics, political science, anthropology, and women’s, gender, and sexuality studies. Students may only earn credit in one of the following: ANT 212, ECO 212, PHL 212, POL 212, WGS 212. Offered Annually.

PHL 300 Cr.3  
**Topics in Philosophy**  
Study of a philosophical topic of special interest. Topics will vary according to the interests of the instructor. For the current content, consult the instructor or the department chair. Repeatable for credit - maximum six. Prerequisite: six credits in philosophy or permission of the department chair. Offered Occasionally.

PHL/PSY 301 Cr.3  
**Theory of Knowledge**  
An intensive examination of three major questions: (1) What are the principal grounds of knowledge? (2) How certain can we be of what we think we know? (3) Are there limits beyond which we cannot hope to extend knowledge? Strong emphasis is placed on the problems of perception, learning, and knowledge representation. Prerequisite: PHL 100 or PHL 101 or PHL 120 or PHL 200 or PSY 100. (Cross-listed with PHL/PSY; may only earn credit in one department.) Offered Alternate Years.

PHL 302 Cr.3  
**Symbolic Logic**  
This is an intermediate level course in formal logic, with an emphasis on proofs in first-order logic. Prerequisite: PHL 101 or MTH 151 or higher. Offered Spring - Odd Numbered Years.

PHL 303 Cr.3  
**Ethics and Meta-Ethics: Theory and Justification**  
We look for the ethical theory having the strongest justification. Topics include: justification in ethics of a different kind than in matters of fact; are moral expressions definable; are moral claims true or false or only expressions of feeling; do only consequences count; are principles crucial for ethics; can at least some ethical claims be known to be true and justified; what is the best approach for resolving disagreement about ethical claims? Prerequisite: PHL 100 or PHL 101 or PHL 120 or PHL 200. Offered Fall.

PHL 307 Cr.3  
**19th Century Continental Philosophy**  
A study of the major continental philosophical movements of the 19th century. Beginning with Fichte’s response to Immanuel Kant, the course explores Romantic philosophy (Schleiermacher and Schlegel), Idealism (Schelling and Hegel), and post-Hegelian philosophy (Schopenhauer, Kierkegaard, and Nietzsche). The course will take into consideration a number of metaphysical, epistemological, ethical, and aesthetic issues. Questions concerning self, religion, language, the natural environment, beauty, and our relationship with others, will all be broached. Prerequisite: PHL 100 or PHL 200. Offered Occasionally.
Metaphysics
Metaphysics is the science of what it is to "be" something. Topics include: (1) how metaphysics differs from natural science, (2) in what sense is anything general, universal, particular, continuing, an event, a process, a substance, a relation, abstract, subjective, or objective, (3) in what ways possible worlds can differ from this one, (4) what kind of thing could have body and a mind, (5) what the difference between a thing and its parts in an arrangement is, (6) what is required for two seemingly different things to turn out to be the same thing, (7) how space and time differ from each other and other things, and (8) what natural laws and numbers are. Prerequisite: PHL 100 or PHL 101 or PHL 205 or PHL 206. Offered Occasionally.

Philosophy of Language
A survey of issues concerning the meaning of words. Their referential, syntactic and pragmatic features are explored. Description and causal theories of reference of names, description, indexicals, reflexives and kind terms and their relation to various theories of truth, necessity, and possibility are considered. The nature and roles of linguistic rules of use, competence and their relation to word, speaker and hearer meaning are explored in view of speech act theory. Prerequisite: PHL 100 or PHL 101 or PHL 120 or PHL 200. Offered Occasionally.

Philosophy and Science Fiction
The genre of science fiction allows one to reflect upon scenarios that are beyond the scope of actual human experience - whether by examining future contingent events, merely possible alternate universes, or employing technological innovations that have not yet been discovered. In this course, we will examine some of the difficult questions posed by philosophers through the scenarios depicted in works of science fiction. Topics include personal identity, time travel, artificial intelligence, and dystopia. Offered Spring.

American Philosophy
A survey of the American philosophical canon under the rubric of what should count as American Philosophy. We study Native American philosophies, the Puritans, the Congregationalists and Quakers, the American enlightenment philosophies, the transcendentalists, the evolutionary thinkers, the social philosophers, the American idealists, the pragmatists, and the neo-pragmatists. Offered Occasionally.

Philosophical Concepts in Literature
This course explores how literary technique is used in philosophical texts and how philosophical issues are addressed in various literary forms. Students discuss issues such as love, death, evil, tragedy, identity, fortune, and the good life. Prerequisite: PHL 100 or PHL 200 or CHI 305 or ENG 200 or ENG 201 or ENG 202 or ENG 203 or ENG 204 or ENG 206 or GER 399 or MLG 299 or RUS 305. Offered Occasionally.

Philosophy of Food: The Dining Experience
This course explores the aesthetic, ethical and existential features of the dining experience. Beginning with the pleasure features of food it moves to discussion on the relation of the disgusting and delicious, of the role of taste and food taboo, the proper relation of food and beauty, the question of whether food can constitute art, the relation of food and the sexual, and the role of the aesthetic in unpacking ethical evaluation of food choices. Phenomenological accounts are provided of the experiences of eating disorders and models of thinness and obesity. Next it looks at the metaphysics and epistemology of establishing criteria for nutritional value, the ideology of nutritionism, analysis of functional foods, the defenses/critiques of genetically modified organisms (GMO) and so-called Frankenfoods. Further it investigates ethical discourse on eating behavior, ethical arguments for vegetarianism, veganism, carnism and omnivorism, and gendered accounts of proper eating behavior. Lastly, philosophical arguments about appropriate ethical responses to world hunger are evaluated as well as development of arguments about the proper role of being a world food citizen. Offered Spring.

Philosophy of Religion
An examination of religion and religious experience. Topics considered are: theories of the proper description of God, arguments for and against the existence of God, theories of the nature of the soul, arguments for and against the existence of souls and reincarnation, the role and evidential power of religious experience and organized religion in justified belief. Prerequisite: PHL 100 or PHL 101 or PHL 120 or PHL 200. Offered Fall.

Philosophy of the Arts
An examination of production, appreciation, and criticism of art. Topics may include the nature of art, the nature of beauty, the function(s) of art (if any), the moral status of works of art, aesthetic evaluation, the antimony of taste, the paradoxes of fiction, tragedy, and horror, and public financing of art. Theories may include the imitation/representation theory, expressionism, formalism, aesthetic experience theory, and institutional theory. Offered Annually.
PHL/PSY 333 Cr.3
Philosophy of Mind
A study of the nature of the mind from both philosophical and psychological perspectives. The course will focus on important attempts to solve the mind-body problem, how mind and body are related and also will address the related problems of consciousness, intentionality, free will and personal identity. Prerequisite: PHL 100 or PHL 101 or PHL 200 or PSY 100. (Cross-listed with PHL/PSY; may only earn credit in one department.) Offered Alternate Years.

PHL 334 Cr.3
Philosophy of Science
An examination of such topics as the attempt to demarcate science from pseudo-science, the nature of scientific inference, the structure of scientific explanation, scientific reduction and the unity of science, the interplay between theory and observation in science, the realism/anti-realism debate, objectivity of science, and the relationship between science and religion. Offered Fall.

+PHL 335 Cr.3
Multicultural Philosophy in the United States
This survey course will examine philosophical ideas and systems that are generated from a wide range of cultural traditions found in the United States. The aim of this search will be to broaden and deepen understanding and appreciation of the diversities of philosophies in the United States. Offered Alternate Years.

+PHL 336 Cr.3
International Multicultural Philosophy
This survey course will examine philosophical ideas and systems that are generated from a wide range of cultural traditions world wide. The aim of this search will be to broaden and deepen our understanding and appreciation of the multiplicity of philosophical perspectives which are part of an increasingly diverse, interconnected, and globalized world. Prerequisite: PHL 100 or PHL 200. Offered Alternate Years.

PHL 337 Cr.3
Social and Political Philosophy
An examination of differing philosophical views about humanity and human nature with respect to our social and political life. Topics may include the question of political legitimacy, the function of the state, the possible rights and obligations of citizens vis-a-vis the state, general concepts of justice, rights, liberty, equality, and community (as well as possible specific conceptions of these terms), and how social goods should be distributed. The application of these topics to contemporary social and political debates. Offered Alternate Years.

PHL 338 Cr.3
Philosophy of Law
An examination of topics such as the concept of law, the dispute between natural law theorists and legal positivists, the relations between law and morality, criminal responsibility and legal punishment, the rights of the individual against the state, justice and equality, and legal evidence as compared with scientific evidence. Theoretical discussions will be supplemented with relevant case studies. Prerequisite: sophomore standing or three credits in philosophy. Offered Alternate Years.

PHL 339 Cr.3
Medical Ethics
Examination of the principal moral problems that arise in the medical context including abortion, euthanasia, cloning, stem cells, human and animal experimentation, and the allocation of scarce medical resources. Offered Occasionally.

PHL 340 Cr.3
Ethics in the Workplace
Ethical issues in the conduct of business will be examined by focusing on case studies in business that raise ethical issues. A variety of ethical concepts and decision-making matrices will be used to illuminate the ethical features of business decisions and their effects on employees and society. The goal is to improve ability to identify factors and considerations that can play a role in improving the ethical character of one's work-life. Offered Occasionally.

PHL 341 Cr.3
Environmental Ethics
Philosophical reflections on humanity's relationship to the natural world. The course will examine classic American perspectives (e.g. Leopold, transcendentalists), Asian perspectives, Native American perspectives, and contemporary environmental philosophies such as social ecology, deep ecology, and ecofeminism. Course discussions will include the historical roots of the contemporary environmental crisis, the development of a personal environmental philosophy, and the role of a citizen in advancing environmental awareness and responsible land and water use. Prerequisite: ENV 201 or 3 credits of philosophy. Offered Alternate Years.

PHL 342 Cr.3
Philosophy of Love, Sex and Friendship
An examination into the nature of a variety of kinds of love including love of knowledge, love of friends, erotic love, and parental love. Philosophical consideration of topics such as the nature of desire, the politics of desire, sexual intercourse, adultery, monogamy, polygamy, homosexuality, and the obligations of friends as well as institutions of marriage and parenthood. Offered Alternate Years.

+PHL 349 Cr.3
Asian Philosophy
Introduction to the main questions found in the Asian philosophical traditions. We will read Indian, Chinese, and Japanese philosophers, with a special emphasis on Hinduism, Buddhism, Confucianism, and Daoism. Questions will be centered in ethics, epistemology, and metaphysics. Conceptual connections will be made with Western philosophical traditions. Offered Alternate Years.

PHL 352 Cr.3
Chinese Philosophy
This course will carefully follow the development of Chinese Confucian and Daoist philosophy. Topics considered are: human nature and the cultivation of virtue, the place of the human individual in society and the natural environment, the overarching issue of achieving harmony, and how these ideas are and are not similar to ideas one finds in Western philosophy. Prerequisite: three credits in philosophy. Offered Occasionally.

PHL 355 Cr.3
Philosophy and Film
An investigation into the philosophy of film and the philosophy within film. Topics may include personal identity, knowledge, technology, ideology, morality, emotions, and truth. Offered Alternate Years.

PHL 360 Cr.3
Zen Buddhism
This course will explore the development of Zen Buddhism through an analysis of Indian, Chinese, Japanese, and Korean texts. Themes we will discuss include the enlightenment experience, the nature of reality and knowledge, the student/teacher relationship, koan practice (i.e. "the sound of one hand clapping"), and the relationship of Zen philosophy to ethics and aesthetics (poetry, painting, etc.). The course will make a point to situate Zen within the overall philosophical environment of China and Japan. Prerequisite: three credits in philosophy. Offered Alternate Years.
PHL 420 Cr.3
On Humor and Happiness
What is happiness? Is it something that we should devote our lives pursuing? What is the relationship between happiness and other sorts of experiences we value? Can happiness ever be wrong or mistaken? What makes something funny or amusing? What is the relationship between humor and happiness? Is comedy just tragedy plus time? Is it okay to laugh at morally reprehensible jokes? This class will address those questions and include study of the philosophy of emotions, in particular the emotion of happiness and the experience of laughter as it relates to the various theories of comedy and humor. Prerequisite: sophomore standing or three credits in philosophy. Offered Alternate Years.

PHL 425 Cr.3
Wilderness Philosophy
The intention of this course is to investigate the many different ways in which wilderness is defined and understood within environmental philosophy. The approach will be broad and will cover a variety of themes. Our desire is both to clarify the positive characteristics of the wilderness idea while also recognizing its significant flaws and hazards. The moral implications of the wilderness concept will be given special attention. A variety of different philosophical perspectives will be utilized. Prerequisite: junior or senior standing; nine credits in philosophy. Consent of department. Offered Fall, Spring, Summer.

PHL 431 Cr.3
Advanced Philosophy of Religion
Selected readings from recent scholarly journals and Medieval philosophy are the focus of the course and background for examination of topics such as: What justifies that a human can be God? Can God make a world permitting possible contradictions such as a world in which there is an unstoppable cannonball and an immovable lamppost? Exactly how do humans, persons, and souls differ if they do? PHL 331 strongly recommended. Offered Spring.

PHL 494 Cr.3
Advanced Topics in Philosophy
Study of a philosophical topic of special interest. Topics will vary according to the interests of students and the instructor. For the current content, consult the instructor or the department chair. No more than six credits in PHL 494, 495, and 497 are applicable to a philosophy major or minor. Repeatable for credit - maximum 6. Prerequisite: junior or senior standing; nine credits in philosophy. Consent of department. Offered Occasionally.

PHL 495 Cr.1-3
Apprenticeship in Philosophy
This course allows students to combine their individual talent and achievement with academically relevant experiential learning. This course will provide majors and minors in philosophy the opportunity for a variety of significant work, service, and leadership tasks related to philosophy. This is a hands-on course which complements and enhances other academic work. No more than six credits in PHL 300, PHL 494, PHL 495, and PHL 497 are applicable to a philosophy major. Repeatable for credit - maximum six. Prerequisite: open to all students with 18 credit hours in philosophy who are in good standing. Consent of supervising instructor. Consent of department. Pass/Fail grading. Offered Fall, Spring.

Physics (PHY) - Courses

PHY 103 Cr.4
Fundamental Physics I
A broad theoretical and experimental introduction to the study of physics using the techniques of algebra and trigonometry. Topics covered are kinematics with constant acceleration, vectors, Newton's laws of motion, circular motion, work, energy, momentum, rigid body motion, angular momentum, torque, oscillatory motion, gravitation, fluid mechanics, waves, resonance and sound. Additional topics may be selected from the area of thermodynamics. Wherever possible, applications to other fields of science such as chemistry, biology, and medicine will be discussed. Taking MTH 150 prior to this course is recommended. Lect. 3, Lab. 2. Offered Fall, Spring, Summer.

PHY 104 Cr.4
Fundamental Physics II
Continuation of PHY 103. Topics covered are electric forces and fields, electric potential, electrical circuit theory and applications, magnetic fields, electromagnetic induction, alternating current circuits, electromagnetic waves and the nature of light, lenses, mirrors, optical instruments, interference and diffraction of light, Einstein's theory of relativity, and the photoelectric effect. Additional topics may be selected from the area of quantum physics. Wherever possible, applications to other fields of science such as chemistry, biology, and medicine will be discussed. Lect. 3, Lab. 2. Prerequisite: PHY 103 or PHY 203; MTH 150 recommended. Offered Fall, Spring, Summer.

PHY 106 Cr.4
Physical Science for Educators
A survey course focusing on applied physical science and the nature of scientific knowledge. Fundamental theories about the nature and interactions of matter and energy are developed using self-paced, small group, inquiry based teaching modules. The scientific knowledge developed is applied to issues of technology in society and everyday use situations. Emphasis is on modeling science teaching practices advocated by state and national science education standards using active learner practices. Lect. 3, Lab. 2. Prerequisite: elementary/middle level education major. Offered Fall, Spring.
Physics for the Life Sciences
An introductory study of physics concepts using algebra and trigonometry, primarily for life science and allied health students. Description of matter, motion, energy, thermodynamics, waves, light, electricity and topics in modern physics, with application to the life sciences. Taking MTH 150 prior to this course is strongly recommended. Lect. 3, Lab. 2. Prerequisite: MTH 150 strongly recommended. Offered Fall, Spring.

Navigating Global Nuclear Issues
This course will serve as an introduction to the topic of nuclear weapons, energy and policy in society. This includes the social, economic, cultural and political aspects surrounding the development of nuclear weapons and their place in the world, especially in current events. International organizations will be discussed along with their role in regulation and recommending economic sanctions. We will look at the resurgence of nuclear energy and how it affects everything from the environment to global trade. Finally, the role of terrorism and the impact this has on shaping the human experience will be explored. Offered Fall, Spring.

Solar System Astronomy
An introduction to astronomy as a science, emphasizing patterns in the night sky, our own solar system, and the possibility of life on other worlds. Throughout the course, comparison of observations with theoretical models will be stressed. Topics studied include the size and scale of the solar system relative to the universe; the scientific method; astronomical observations; motions of the earth, moon, sun, and planets; creating a model of the solar system; what we learn about planets from light and gravity; the structure and formation of the solar system; the planets and their moons; comets, asteroids, and meteoroids; and the possibility of life elsewhere in the universe. Recent results, including those from NASA missions, will be incorporated into the course. Lect. 3, Lab. 2. (Cross-listed with AST/PHY; may only earn credit in one department.) Offered Fall.

Stars, Galaxies and the Universe
An introduction to astronomy as a science, emphasizing celestial objects beyond our solar system. Throughout the course, comparison of observations with theoretical models will be stressed. Topics studied include the size and scale of the universe, using light and gravity to study the cosmos, the sun, the properties of other stars, lives and deaths of stars, star clusters, black holes, the Milky Way galaxy, dark matter, other galaxies, quasars, Big Bang cosmology, dark energy, and gravitational waves. Particular emphasis will be placed on recent discoveries. Lect. 3, Lab. 2. (Cross-listed with AST/PHY; may only earn credit in one department.) Offered Spring.

General Physics I
A broad theoretical and experimental introduction to the study of physics using the techniques of algebra, trigonometry and calculus. Topics covered are one-and two-dimensional kinematics, motion with varying acceleration, vectors, Newton’s laws of motion, circular motion, work, energy, center of mass, momentum, rigid body motion, moment of inertia, angular momentum and torque. Additional topics may include oscillatory motion and gravitation. Wherever possible, applications to other fields of science and engineering will be discussed. Lect. 3, Lab. 2. Prerequisite: MTH 207 or concurrent enrollment. Offered Fall.

General Physics II
Continuation of PHY 203. Topics covered are fluid mechanics, sound, electrostatics, electric forces and fields, electric flux, electric potential, capacitance, elementary electrical circuit theory and applications, magnetic fields, magnetic flux and electromagnetic induction. Additional topics may include Maxwell’s equations, alternating current circuits, electromagnetic waves and the nature of light. Wherever possible, applications to other fields of science and engineering will be discussed. Lect. 4, Disc. 1. Prerequisite: PHY 103 or PHY 203; MTH 208 or concurrent enrollment. Offered Spring.

Modern Physics
The application of principles studied in fundamental or general physics to various areas of research and technology at the forefront of modern physical science. Topics include special relativity, origins of quantum mechanics, atomic spectroscopy, nuclear structure, and nuclear reactions. Select topics in heat, the laws of thermodynamics, kinetic theory, molecular spectroscopy, band theory of solids, semiconductors, and superconductors may also be included. Prerequisite: PHY 104 or PHY 204; MTH 208. Offered Spring.

Optics
The mathematics of wave motion (including mechanical waves and sound waves), electromagnetic theory, propagation of light, geometrical optics with emphasis on formation of images and aberrations, thick lenses, the superposition of waves, physical optics with emphasis on interference, diffraction, and polarization. Prerequisite: PHY 104 or PHY 204; MTH 208 or concurrent enrollment. Offered Fall.

Experimental Physics
Basic techniques of measurement used in all areas of physics and engineering. Selected experiments may include thin lens systems, spectrometers, microwave optics, interference and diffraction, aberrations, interferometers, thin films, polarization, speed of light, charge-to-mass ratio of an electron, electron spin resonance, quantization of energy states, and radioactive decay. Computational techniques include error analysis, graphing and curve fitting. Lab. 4. Prerequisite: PHY 104 or PHY 204; MTH 208 or concurrent enrollment. PHY 311 is recommended to be taken concurrently with either PHY 302 or PHY 250. Offered Fall, Spring.

Statics
Principles of statics and free-body diagrams with applications to simple trusses, frames, and machines. Includes topics in force/movement vectors, resultants, distributed loads, internal forces in beams, properties of areas, moments of inertia and the laws of friction. Prerequisite: PHY 103 or PHY 203; MTH 208 or concurrent enrollment. Offered Fall.

Classical Mechanics
Rigorous mathematical development of classical dynamics using vector calculus. Dynamics of a single particle, oscillations, noninertial frames, central potentials, energy/momentum methods, systems of particles, collisions and plane motion of rigid bodies. Prerequisite: PHY 103 or PHY 203; MTH 310. Offered Fall.
PHY 332 Cr.3
Electrodynamics
Fundamental concepts such as vector fields and vector operators, dipole and multipole fields, current distributions and the field quantities which describe surrounding conditions. Solution of Laplace’s and Poisson’s equations for given sets of boundary conditions. Recognition and use of mathematical abstractions of the fundamental nature of the electromagnetic field. The course culminates with Maxwell’s Equations, the fundamental set of four equations in classical physics which govern the behavior of electric and magnetic fields and their interactions with matter. Prerequisite: PHY 104 or PHY 204; MTH 310; PHY 311 recommended. Offered Spring.

PHY 334 Cr.3
Electrical Circuits
Physical principles underlying modeling of circuit elements and fundamentals of analog electrical circuits are explored through lecture and laboratory. Topics will include: current and voltage sources, resistors, I-V characteristics, Ohm’s Law, Kirchoff’s Laws, capacitors, inductors; Thevenin and Norton theorems; circuits in sinusoidal steady state; diodes, transistors (bipolar junction and field-effect); op-amps; and elementary amplifier circuits. Lect. 2, Lab. 2. Prerequisite: PHY 104 or PHY 204; MTH 208; PHY 311 recommended. Offered Spring.

PHY 335 Cr.4
Electronics
This course expands upon the topics covered in PHY 334. Analog circuits are treated in greater detail, including circuit analysis, follower circuits, and operational and transistor amplifiers. Additional analog topics include transistor limitations, comparators, and oscillators. Lectures and laboratories are expanded to include digital electronics, electronic devices and applications. Digital topics include digital circuits, digital logic, flip flops, counter, memory, A/D and D/A conversion. Additional topics may include arithmetic units and microprocessors. Lect. 3, Lab. 3. Prerequisite: PHY 334. Offered Fall.

PHY 343 Cr.3
Thermodynamics
This course emphasizes basic concepts of thermodynamics, beginning with fundamentals such as temperature, thermal expansion, heat flow, and calomrity. State equations, tables, and diagrams are used to describe the properties of pure substances. The First and Second Laws of Thermodynamics are investigated, with applications to energy, enthalpy and entropy. Gas, vapor, and combined power cycles are studied, along with refrigeration cycles. Gas mixtures and gas-vapor mixtures, with applications to air conditioning and psychrometrics also are studied. Additional topics may include the thermodynamics of chemical reactions, and statistical thermodynamics. Prerequisite: PHY 250; MTH 208; PHY 311 recommended. Offered Spring.

BIO/CHM/PHY 356 Cr.2
Curriculum and Assessment in Math and Science
Student are introduced to state and national content standards and related theories on teaching and learning. They will apply this knowledge to develop a curricular framework. Topics will include: Learning outcomes, student misconceptions, balanced assessment, and lesson planning in the content areas. Prerequisite: declared math or science education major/minor; admission to teacher education. (Cross-listed with BIO/CHM/PHY; may only earn credit in one department.) Offered Fall.

AST/PHY 362 Cr.3
Astrophysics
The application of principles studied in fundamental or general physics to various areas of astrophysical research. This course will emphasize topics like binary stars, stellar structure and evolution, the solar neutrino problem, white dwarfs, neutron stars, pulsars, the interstellar medium, galaxies and dark matter. Prerequisite: PHY 250, PHY 302, PHY/AST 155 or PHY/AST 160: MTH 310 or concurrent enrollment. (Cross-listed with AST/PHY; may only earn credit in one department.) Offered Alternate Years.

AST/PHY 363 Cr.1
Astrophysics Laboratory
An introduction to current observational techniques in astronomy and astrophysics. Students will learn the basics of planning professional observations, electronic detection, data acquisition and reduction, and analysis of results. Concerns for both imaging and spectroscopy will be incorporated, as well as aspects of multi-wavelength astronomy. Lab 3. Prerequisite: PHY 104 or PHY 204; MTH 151; PHY/AST 155 or PHY/AST 160. (Cross-listed with AST/PHY; may only earn credit in one department.) Offered Alternate Years.

PHY 374 Cr.4
Computational Physics
This course is an introduction to computational physics using MatLab. Students will learn the fundamentals of applying numerical and graphical methods to a variety of physics topics ranging from mechanics, optics, electrodynamics, thermodynamics, and quantum mechanics. Lect. 3, Lab. 3. Prerequisite: PHY 104 or PHY 204; MTH 309 or concurrent enrollment; PHY 311 or prior experience with MatLab recommended. Offered Occasionally.

PHY 376 Cr.3
Introduction to Nuclear Science
An introduction to the structure and properties of atomic nuclei. This course will explore the production of ionizing radiation, its interactions with matter, and the instrumentation used to detect it. While all types of ionizing radiation will be studied, particular emphasis will be placed on X- and gamma-rays. Special topics related to the use of radiation in health care also will be covered. Prerequisite: MTH 150; one year of general physics or general chemistry. Students may not earn credit in both PHY 376 and PHY 386. Offered Fall.

PHY 386 Cr.3
Radiation Physics
This course, building on knowledge of basic physics, explores the area of radiation physics. Characteristics of x and gamma rays are described as well as their interactions in air and matter. The principles involved in the production of radiation are investigated. Methods and instrumentation of measurement of radiation are also covered. Prerequisite: MTH 150; PHY 104 or PHY 125; CHM 104. While designed for radiation therapy majors, the course is open to other students who have met the prerequisite. Students may not earn credit in both PHY 376 and PHY 386. Offered Fall.

PHY 401 Cr.3
Quantum Mechanics
A comprehensive treatment of the modern theory of quantum mechanics, including Schroedinger equation, operators, free particles, particles in potentials, harmonic oscillator, angular momentum, and the hydrogen atom. The course includes the use of Fourier analysis and eigenvalue equations. Prerequisite: PHY 250, PHY 321; MTH 309, MTH 310. Offered Spring.
PHY 411 Cr.1
Advanced Experimental Physics
This course will cover advanced experimental methods and techniques often encountered in research laboratories. Selected experiments may include x-ray diffraction, elemental and vibrational spectroscopy, microscopy, optical and electrical property measurements, material fabrication techniques, vacuum systems, and experimental apparatus fabrication. Computational techniques may include automated control, error analysis, graphing and curve fitting using LABVIEW and Python. Lab 3. Prerequisite: PHY 250, PHY 311; MTH 310. Concurrent registration in MTH 309 recommended. Offered Occasionally.

PHY 421 Cr.3
Advanced Mechanics
Continuation of PHY 321 covering advanced topics in classical and statistical mechanics. Topics include the Lagrangian and Hamiltonian formulations of mechanics, phase space and Liouville's equation; coupled oscillations, normal modes, continuous systems, and wave motion. In statistical mechanics, topics include kinetic theory, ensemble representations, partition functions, and classical/quantum statistics. Prerequisite: MTH 309, MTH 310, MTH 321. Offered Occasionally.

PHY 423 Cr.3
Biomechanics of Human Movement
This course will provide a description of biological tissue properties, skeletal and joint mechanics, muscle mechanics, neurological influences related to movement. Kinematics, kinetics, static and dynamic modeling of the human body will be studied and will require problem solving. The principles of the biomechanics theory associated with human movement are presented to introduce and develop an understanding of the mechanical complexity of biological systems and movement performance. Methods and instruments of measurement (electromyography, force/pressure transducers, motion analysis and isokinetic dynamometers) in biomechanic research. Prerequisite: PHY 103 or PHY 203; MTH 310; BIO 312. Offered Fall.

PHY 432 Cr.3
Advanced Electrodynamics
This is a detailed course covering advanced topics in electricity and magnetism. Emphasis will be placed upon general, non-static electrodynamics, building upon the static cases studied in detail in PHY 332. Topics will include detailed analysis of radiation, field transformations and kinematics in Einstein's Special Theory of Relativity, dispersion, wave guides, and Lienard-Wiechert potentials. The mathematical tools for studying these phenomena will include differential equations, vector and tensor analysis, Fourier analysis, and complex analysis. Prerequisite: PHY 332; MTH 353 or concurrent enrollment. PHY 302 recommended. Offered Occasionally.

AST/PHY 453/553 Cr.1-3
Topics in Physics and Astronomy
Various subjects of interest to specific groups will be on occasion. Specific subtopics will be assigned each time the course is offered. Such titles might include nuclear physics, low temperature physics and the interstellar medium. Repeatable for credit under different subtitles - maximum 12 credits. Prerequisite: PHY 104 or PHY 204; junior standing. (Cross-listed with AST/PHY; may only earn credit in one department.) Offered Fall, Spring, Summer.

PHY 460 Cr.3
Condensed Matter Physics
This course will include such topics as crystal structure, electrical conductivity, insulators, free electron Fermi gases, energy bands, semiconductors, superconductivity, dielectrics, and ferroelectric crystals. Magnetic phenomena such as diamagnetism, paramagnetism and ferromagnetism will also be studied. Prerequisite: PHY 250; MTH 310. Offered Occasionally.

MTH/PHY 461 Cr.3
Mathematical Physics
In depth study of topics from vector analysis, Fourier analysis and special functions with emphasis on modeling physical phenomena involving conservative fields, fluid flow, heat conduction, and wave motion. MTH 461 may be counted towards both a MTH and PHY major. Prerequisite: grade of “C” or better in MTH 353. (Cross-listed with MTH/PHY; may only earn credit in one department.) Offered Spring - Odd Numbered Years.

AST/PHY 466 Cr.3
Cosmology and the Structure of The Universe
This course will emphasize topics relating to the history of our universe, from the Big Bang to galaxy evolution and the formation of the structures we see today. Students will study the cosmological distance ladder, black holes in galaxies, galaxy clusters, dark matter, the Big Bang model, the inflationary model, and the cosmological constant. The course will also include aspects of special and general relativity relevant to these subjects. Prerequisite: AST/PHY 160, PHY 250, PHY 302; MTH 309 or concurrent enrollment; MTH 310 or concurrent enrollment. (Cross-listed with AST/PHY; may only earn credit in one department.) Offered Alternate Years.

BIO/CHM/PHY 469 Cr.4
Teaching and Learning Science in the Secondary School
This course will be integrated with a field experience. In the context of a real classroom, teacher candidates will learn how to plan for and assess student learning in science. With a focus on content knowledge, teacher candidates will plan a variety of meaningful learning experiences, assess student learning, and monitor and modify instruction to best support the individual learners in the classroom. The teacher candidate will design, enact, and assess activities that advance student understanding to more complex levels. Teacher candidates will gain experience in monitoring the obstacles and barriers that some students or groups of students face in school and learn how to design learning experiences to support all learners. Prerequisite: GEO 200; EDS 351. (Cross-listed with BIO/CHM/PHY; may only earn credit in one department.) Offered Fall, Spring.

PHY 470 Cr.3
Advanced Quantum Mechanics
Continuation of PHY 401. Topics include spin, addition of angular momenta, multi-particle wave functions, identical particles, Bose and Fermi distributions, band theory, time independent and time dependent perturbation theory, spontaneous emission, and scattering theory. Prerequisite: PHY 401. Offered Occasionally.
PHY 472 Cr.3  
**Particle Physics**  
An introduction to the exciting field of modern elementary particles. Topics will include Feynman diagrams, quantum electrodynamics, quantum chromodynamics, weak interaction theory, quarks, leptons, intermediate vector bosons, and group theoretical formulations of modern gauge theories. Current ideas concerning grand unified theories, supersymmetry, superstring theory and particle astrophysics will also be discussed. Prerequisite: PHY 401; MTH 310. Offered Occasionally.

PHY 474 Cr.4  
**Advanced Computational Physics**  
In-depth study of advanced computational techniques using the programming language Java. Programming topics will include file I/O, graphics and animation, multi-threaded programs, applets and Web pages. Numerical techniques will include root-searches, numerical integration, eigenvalue equations, differential equations, and Monte Carlo Metropolis simulations on advanced physics topics drawn from mechanics, thermodynamics, optics, quantum mechanics, and chaos theory. Lect. 3, Lab. 3. Prerequisite: PHY 374; CS 120. Offered Occasionally.

PHY 476 Cr.4  
**Advanced Optics**  
This course involves both theoretical and experimental work in a variety of topics in modern optics, including electromagnetic theory, laser, Gaussian beams, optical resonators and the ABCD rule, Fourier optics, nonlinear optics, detectors and color. Lect. 3, Lab. 3. Prerequisite: PHY 302; PHY 332 or concurrent enrollment. Offered Occasionally.

PHY 483 Cr.3  
**Instrumentation in Biomechanics**  
Theory and use of instrumentation related to the study of the clinical biomechanics and research. Students will develop skills and experience necessary for data collection in a laboratory. Topics will include methods of data acquisition using force and pressure sensors, electromyography (EMG). Methods of signal processing (filtering and post-processing), analyzing, and interpreting data will be explained and performed through laboratory exercises. Laboratory time will be available to collect and process data relative to each laboratory instrument. Clinical EMG and electrical testing of nerves and posturography will also be explained. Lect. 2, Lab. 2. Prerequisite: PHY 423. Offered Summer.

PHY 491 Cr.1  
**Capstone in Physics**  
A senior level course specifically designed for physics majors to review and discuss basic concepts relevant to the physical sciences, and to assess their major in physics. Students will present seminars to physics faculty based on current physics research articles, and also communicate physics concepts to a general audience in a written format. Students are expected to participate in discussions on current developments in the physical sciences, and be actively engaged in the assessment of their major program. Prerequisite: senior standing; physics major. Consent of instructor. Offered Spring.

AST/PHY 497 Cr.1  
**Physics and Astronomy Seminar**  
This seminar series is intended for majors and minors in the department of physics as well as other students interested in physics, engineering and astronomy. It will consist of a series of talks given by visiting scientists and engineers as well as senior research students. The course provides an excellent opportunity to find out about the latest developments in physics, astronomy, and engineering and provides an excellent medium by which students can get to know each other and also their professors. All physics majors and minors are urged to sign up for this seminar each semester of their first year. Repeatable for credit - maximum four. A maximum of two credits can be used to satisfy elective requirements. (Cross-listed with AST/PHY; may only earn credit in one department.) Pass/Fail grading. Offered Fall, Spring.

AST/PHY 498 Cr.1-3  
**Physics and Astronomy Research**  
Independent work by a student under the supervision of a faculty member. Students can work on a variety of research projects including, but not limited to, the areas of astronomy, condensed matter, computational physics, physics education, low temperature physics, lasers, optics and spectroscopy. Repeatable for credit - maximum nine, with permission of department chair. (Cross-listed with AST/PHY; may only earn credit in one department.) Consent of department. Offered Fall, Spring, Summer.

**Political Science (POL) - Courses**

+ next to a course number indicates a general education course

**Courses**

+POL 101 Cr.3  
**American National Government**  
An introduction to the underlying principles and values, administrative and political decision-making processes, and institutions of American national government in an international context utilizing a comparative approach. The course includes discussion, analysis and development of critical thinking skills related to public policy-making problems and current issues. The course emphasizes the development of intellectual skills associated with an informed, involved and active citizenry. Offered Fall, Spring, Summer.

+POL 102 Cr.3  
**State and Local Government**  
An introduction to the underlying principles of federalism and focus on the new increasing decentralization of government program responsibilities to subnational governments in the United States. This is complemented by a comparison of the complex cultural, economic and intergovernmental settings of subnational governments. Students consider the implications of different environments for citizen participation, government characteristics, policy processes, and values associated with policy outcomes. The course emphasizes constructive citizenship in an environment where subnational governments will increasingly affect their lives. Offered Fall, Spring.

POL 201 Cr.3  
**Introduction to Political Science**  
A general introduction to areas of study in political science. Basic concepts and approaches to the study of politics will be applied to current events. Offered Fall.
Contemporary Global Issues
This course offers a contemporary multi-disciplinary perspective regarding the major issues and trends confronting the global society in the 21st century. Emphasis will be given to a critical review and assessment of the origin and present condition of the plethora of situations and problems affecting modern global society. The student will also learn to critically evaluate current and future events. The course will incorporate the views and approaches of the following disciplines: sociology/anthropology, economics, geography, political science, and history. Students may only earn credit in one of the following: ANT 202, ECO 202, GEO 202, HIS 202, POL 202, SOC 202. Offered Fall, Spring.

Women and Politics
An examination of the positions and roles of women in the political arena. This course discusses the nature and extent of women’s political involvement, both in the United States and abroad, with particular emphasis on the cultural and racial diversity of women political participants in the United States. Additional topics will include the legal status of women, differences between male and female political behavior, factors that influence women’s political participation and current political issues related to women. Offered Annually.

Search for Economic Justice
Using humanistic and social scientific approaches, students will explore movements for economic empowerment as a critical dimension of justice in the increasingly global world. Through a mixture of face-to-face, online, and experiential methods, students will examine connections between the individual and larger systems and between the local and the global. They will critically analyze economic and political structures and movements as they pertain to gender, race, ethnicity, and class. The course will be informed by the perspectives of English, economics, political science, anthropology, and women’s, gender, and sexuality studies. Students may only earn credit in one of the following: ANT 212, ECO 212, PHL 212, POL 212, WGS 212. Offered Occasionally.

Politics and Film
An investigation of the political messages and themes represented in popular films. The course aims to understand the use of film as a form of political communication, examine the politics of specific films, and consider what they reflect and communicate about the political world. Emphasis will be placed on developing the critical thinking and literacy skills necessary to interpret and analyze films for their political meanings and implications. Offered Annually.

The American Legal System
An introductory survey of the American legal system in operation; utilizing case materials, class discussion, and hypothetical conflict situations to illustrate and study the range of problems, proceedings, actions, and remedies encountered. Offered Annually.

Law, Governance and Politics
An examination of the numerous factors and influences acting upon and within the formal legal process, including: judicial interpretations and statutes and constitutions, litigation as a political strategy, legislation and litigation as an instrument of social change, law as a system of values, and law as a mechanism of political power and oppression. Prerequisite: POL 101 or POL 102. Offered Occasionally.

Comparative Politics
The course is devoted to the comparison and the critical analysis of selected topical global societies and regions. A general comparative framework will be utilized to develop a critical assessment of a representative sample of developed and developing contemporary societies. Emphasis will be given to a comparative study of institutions and their functions, various administrative and decision-making processes, and contemporary problems and issues. Finally, implications in the 21st century will also be discussed. Offered Fall, Spring.

International Relations
An introduction to the study of international relations and global politics. The course introduces both the concepts, like anarchy, states, and non-state actors, and the perspectives, like realism and liberalism, that are commonly used to assess areas like global conflict and security, the politics of globalization, and transnational political issues. Offered Spring.

Leadership and Engagement
Introduces students to the benefits and obligations of being active participants in campus governance, and engaged citizens in their communities. Open to any university student who serves in the UW-L Student Association, Student Senate, Residence Hall Association Council, or is a resident of the service-learning community on campus. Repeatable for credit - maximum four. Pass/Fail grading. Offered Fall, Spring.

Political Theory
An introduction to consequential ideas in political philosophy, including justice, power, freedom, equality, and democracy. The course provides a foundation for understanding the philosophical assumptions and arguments across a range of significant political questions, and investigates the intellectual roots of historical and contemporary political ideas. The course emphasizes the development of intellectual skills needed to analyze political arguments, and highlights the practical implications of answering theoretical questions about politics. Offered Spring.

Political Inquiry and Analysis
An introduction to the scope and methods of political science and public administration. This course is designed to acquaint students with the process of developing and exploring political questions and conducting research. Topics include forms of knowledge, objectivity and values, methodological individualism and holism, formulating research questions, and basic research design. Offered Fall, Spring.

American Presidency
The American Presidency will emphasize the development of the office, selection and institutional relations with Congress coupled with an assessment of presidential power in the modern era in domestic and foreign policy making. Prerequisite: POL 101 or POL 102. Offered Annually.

Legislative Process
Study of the organizations and behavior of legislatures and their membership at both the national and state levels. Legislative influence on the administration of the law and effect of pressure groups on the legislative process will also be studied. Prerequisite: POL 101 or POL 102. Offered Annually.
POL 303 Cr.3  
**Wisconsin Government and Politics**  
An in-depth study of the governmental institutions and political system in the State of Wisconsin. Included are an examination of Wisconsin political parties, interest groups, and electoral behavior as well as institutions such as the state legislature, judiciary, governmental structures and administration. Both state and local aspects are discussed. Prerequisite: POL 101 or POL 102. Offered Occasionally.

POL 304 Cr.3  
**Politics and the Media**  
A critical examination of the media in its capacity as the 4th Estate. The course will assess the special relationship that has evolved and its implication for American democracy. Special topics to be examined include: role of the media in the democratic process, limits on the media, the role of bias and opinion, the impact of distortion and propaganda, the media and the electoral process, the media’s role in creating news events, and an examination of the media/political relationship in other political systems. Prerequisite: POL 101 or POL 102. Offered Annually.

POL 305 Cr.3  
**Political Parties**  
An analysis of political parties and their role in the American political system. Organization, principles and practices of parties are discussed. Prerequisite: POL 101 or POL 102. Offered Annually.

POL 306 Cr.3  
**Judicial Process**  
A detailed examination of the participants in American courts and the procedures encountered by litigants at different stages in the judicial hierarchy. Among the topics covered are the role of juries and grand juries, plea bargaining, and the manner in which judges attempt to decide cases. Prerequisite: POL 101 or POL 102 or POL 221. Offered Annually.

POL 307 Cr.3  
**Political Language and Communications**  
A critical examination of the language of politics and power in American society, including how political language shapes perceptions and understandings about government and politics; deception as a method of governance; symbolism, ideology, popular political culture and campaign rhetoric as sources of political power. Prerequisite: POL 101 or POL 102. Offered Annually.

POL 308 Cr.3  
**Interest Group Politics**  
This course will first examine why interest groups arise, how they maintain their existence, and what sorts of interest groups exist in the United States. It will go on to investigate the strategies used by interest groups to influence public policy and the extent to which they are successful in doing so. Prerequisite: POL 101 or POL 102. Offered Alternate Years.

POL 309 Cr.3  
**Identity Politics**  
Examines the role various identities, such as class and race, play in shaping who gets what, when, and how from the political system. The course draws on theoretical and historical debates to evaluate the political, social, psychological, and economic implications of processes like socialization and mobilization to explain participation and voting behavior by different groups in society. Prerequisite: POL 101 or POL 102. Offered Alternate Years.

POL 310 Cr.3  
**Public Opinion and Political Behavior**  
Political science as a “behavioral science.” A study of human attitudes and behaviors in political situations and the techniques for observing, measuring and classifying them. Prerequisite: POL 101 or POL 102. Offered Alternate Years.

POL 326 Cr.3  
**Mock Trial I: Trial Advocacy**  
Mock Trial is part of an intercollegiate competition run by the American Mock Trial Association. The class consists of two parts: Mock Trial I covers trial skills (opening statements, direct examination, cross-examination, and closing arguments) and modified evidentiary objections. Students will participate as lawyers and witnesses in practice trial problems and in the tournament trial case. Regular classroom participation and a trial book will be required. Repeatable for credit – maximum six. Offered Fall.

POL 329 Cr.2  
**Mock Trial II: Preparation**  
Mock Trial II is an intense period of preparation before the competition itself. The team will compete at a regional tournament and, if successful, the Intercollegiate National Championship. Individual team members will compete for “All American” honors. Repeatable for credit. Maximum four. Prerequisite: POL 326. Offered Spring.

POL 330 Cr.3  
**Politics of Developing Areas**  
An introduction to a wide range of issues and problems impacting political development in developing nations. The focus is on political systems of selected countries, the relationships between political processes and other aspects of development and on the factors which accelerate or impede development. Prerequisite: POL 202 or POL 234 or junior standing. Offered Occasionally.

POL 331 Cr.3  
**Politics of Democratization**  
An examination of the processes by which countries attempt to transition from authoritarian to democratic forms of government, along with the political, economic, social, and historical factors related to their potential for success or failure. The course focuses on both theoretical explanations and empirical outcomes across a diverse set of cases from around the world. Prerequisite: POL 202 or POL 234 or junior standing. Offered Annually.

POL 333 Cr.3  
**Asian Government and Politics**  
Comparison and analysis of contemporary governments and politics of the major Asian nations such as Japan, China, and India as well as the Philippines, Korea, Pakistan, Indonesia, and Vietnam. Prerequisite: POL 202 or POL 234 or junior standing. Offered Occasionally.

POL 334 Cr.3  
**Post-Communist Politics**  
An examination of the politics of the countries of the former Soviet Union and Eastern Europe. The course evaluates the historical break with communism and subsequent political, economic, and social transformations across the region. It also investigates theoretical and empirical reasons for these countries’ divergent political and economic outcomes. Prerequisite: POL 202 or POL 234 or junior standing. Offered Annually.

POL 336 Cr.3  
**Middle Eastern Government and Politics**  
An examination of Middle Eastern political systems and practices. General topics covered will include: political institutions, electoral practices, political parties, policy formation, leadership selection and critical contemporary issues. Prerequisite: POL 202 or POL 234 or junior standing. Offered Occasionally.
POL 337 Cr.3
**African Government and Politics**
A study of political evolution and practice on the African continent. Emphasis will be given to a regional assessment of political behavior as well as the impact of current problems on selected countries. Special focus will be given to contemporary issues and developments. Prerequisite: POL 202 or POL 234 or junior standing. Offered Occasionally.

POL 338 Cr.3
**European Government and Politics**
An examination of the governments and politics of European countries and the European Union. The course surveys the domestic institutions and politics of a variety of European countries, with special emphasis placed on the United Kingdom, Germany, and France. It also examines the origins and evolution of the European Union, with particular attention given to contemporary political challenges facing the EU and its member countries. Prerequisite: POL 202 or POL 234 or junior standing. Offered Annually.

POL 339 Cr.3
**Contemporary Latin America**
An examination of the historical interplay between cultural and developmental factors in the politics of Latin America. Issues of development and underdevelopment are examined and related to regional and international political forces. Prerequisite: POL 202 or POL 234 or junior standing. Offered Occasionally.

POL 340 Cr.3
**American Foreign Policy**
Examines the decision-making and institutional processes related to the formulation and execution of American foreign policy. The course evaluates the role of actors and institutions both inside and outside of the government to assess their impact on the ability of the United States to contend with contemporary and future foreign policy challenges. Prerequisite: POL 101 or POL 202 or POL 244 or junior standing. Offered Fall.

POL 341 Cr.3
**America and the World**
An examination of contemporary geopolitical and transnational challenges facing the United States. The course draws on both theoretical and historical debates regarding the nature of American foreign policy to evaluate its current and future potential in accomplishing its goals to address key bilateral and multilateral issues. Prerequisite: POL 101 or POL 202 or POL 244 or junior standing. Offered Occasionally.

POL 344 Cr.3
**Global Governance**
Examines the various actors and institutions closely linked to the processes of global governance in a world that lacks a global government. The course evaluates the role of intergovernmental organizations, states, and non-state actors in the complex areas of governance that have emerged to address challenges like global conflict and security, the politics of globalization, and transnational political issues. Prerequisite: POL 202 or POL 244 or junior standing. Offered Spring - Odd Numbered Years.

POL 345 Cr.3
**International Law**
An examination of international law that explores both its evolution and function in contemporary global politics. The course draws on both theoretical and historical debates about the nature of international law to assess its current and future potential for addressing global challenges. Prerequisite: POL 202 or POL 244 or junior standing. Offered Spring - Even Numbered Years.

POL 346 Cr.3
**Model UN: The United Nations System**
An introduction to the United Nations and the UN System, which also includes participation in a regional or national Model United Nations conference. The course examines the aims, structure, and processes of the United Nations and specialized UN agencies, programs and other groups. Emphasis each semester will be placed on countries and issues relevant to the conference agenda. Offered Fall.

POL 350 Cr.3
**American Political Theory**
The history and development of American political thought, with attention to the thinkers and themes influential to institutions, ideologies, and controversies in American politics. The course will analyze the ideals and principles upon which the United States was founded, and critically assess their application and realization. Prerequisite: POL 251 or junior standing. Offered Alternate Years.

POL 351 Cr.3
**Classical Political Theory**
The foundations of political theory from the ancient Greeks to the early modern social contract theorists. The course analyzes leading political theorists in their historical contexts, and evaluates their ideas according to the preceding tradition of political theory and their implications for political thought and practice. The survey includes studying the work of philosophers including: Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, and Rousseau. Prerequisite: POL 251 or junior standing. Offered Alternate Years.

POL 353 Cr.3
**Modern and Contemporary Political Theory**
The development of political theory from the 17th century to the present. The course will analyze leading political theorists in their historical contexts, and evaluate ideas according to the preceding tradition of political theory and their implications for political thought and practice. The survey includes studying the work of philosophers including: Hobbes, Locke, Rousseau, Kant, Hegel, Marx, Burke, Mill, Nietzsche, and Foucault. Prerequisite: POL 251 or junior standing. Offered Alternate Years.

POL 355 Cr.3
**Political Ideologies**
A survey of the ideas and implications of political ideologies that have impacted consciousness and behavior in the 20th and 21st centuries. Topics include liberalism, conservatism, capitalism, communism, socialism, fascism, anarchism, multiculturalism, and feminism. Prerequisite: POL 251 or junior standing. Offered Alternate Years.

POL 361 Cr.3
**Research Methods in Politics and Government**
An analysis of politics, public policy and government administration utilizing contemporary research methods. Special emphasis is placed on the scientific method and the basic elements of research, research design, measurement, and data analysis utilizing statistical software. Prerequisite: MTH 145. Offered Fall, Spring.

POL 370 Cr.3
**Constitutional Law I: Powers of Government**
An examination of the United States Constitution, and the role of the judiciary in elaborating its fundamental principles: judicial review, the federal system, the range of national power, and presidential-congressional relations. Prerequisite: POL 101 or POL 102 or POL 221. Offered Alternate Years.
POL 371 Cr.3
Constitutional Law II: The First Amendment
The First Amendment protects freedom of speech, press, religion and assembly. This course will carefully examine U.S. Supreme Court opinions in these areas. Among the topics to be covered are the constitutional relationship between speech and conduct, separation of religion and government, definition of obscenity and pornography, and the latitude available to those who use the media and newspapers to communicate ideas. Prerequisite: POL 101 or POL 102 or POL 221. Offered Alternate Years.

POL 372 Cr.3
Constitutional Law III: Racial, Gender and Targeted Group Discrimination
A careful examination of U.S. Supreme Court rulings on racial and gender discrimination. Prerequisite: POL 101 or POL 102 or POL 221. Offered Alternate Years.

POL 373 Cr.3
Constitutional Law IV: Rights of the Accused
In recent years the U.S. Supreme Court has issued a large number of opinions dealing with the rights of the accused. This subject is primarily addressed in the 4th, 5th and 6th amendments. This course will examine Court rulings in the areas of police searches and arrests, coercion in criminal proceedings, empaneling and deliberation of juries, right to counsel, and the protection against self-incrimination. Prerequisite: POL 101 or POL 102 or POL 221. Offered Alternate Years.

POL 374 Cr.3
Constitutional Law V: Right to Life
A careful examination of the U.S. Supreme Court’s opinions on capital punishment, abortion, and mercy killing, as well as other issues affecting the constitutional right to life. Prerequisite: POL 101 or POL 102 or POL 221. Offered Alternate Years.

POL 375 Cr.3
Constitutional Law VI: Criminal Procedure
This course will carefully examine criminal procedure as interpreted in U.S. Supreme Court rulings pertaining to the 5th and 6th Amendments. Among the topics to be covered are protection against self-incrimination and double jeopardy, trial by jury, plea bargaining, right to counsel, and due process in the courtroom. Prerequisite: POL 101 or POL 102 or POL 221. Offered Alternate Years.

POL 376 Cr.3
Constitutional Law VII: Administrative Law
An introduction to the field of administrative regulation in the United States and its relation to the constitutional foundations, the political structures and the policies of our various governmental units. Prerequisite: POL 101 or POL 102 or POL 211 or POL 221. Offered Alternate Years.

POL 377 Cr.3
Constitutional Law VIII: 1787 and Original Intent
The central inquiry in Constitutional Law, and the question which most guides the U.S. Supreme Court, is whether the intentions of the Framers of 1787 should exclusively direct justices in interpreting constitutional provisions, or if it is necessary to adjudicate cases in light of changing legal and social circumstances not known to members of the Philadelphia Convention. We will begin with a study of the 1787 Convention and then read a series of law review articles advocating both of these perspectives. Supreme Court opinions will not be covered in this course. Prerequisite: POL 101 or POL 102 or POL 221, and two courses from POL 370, POL 371, POL 372, POL 373, POL 374, POL 375, POL 376. Offered Alternate Years.

POL 378 Cr.3
Constitutional Law IX: 1787 and Original Intent
The central inquiry in Constitutional Law, and the question which most guides the U.S. Supreme Court, is whether the intentions of the Framers of 1787 should exclusively direct justices in interpreting constitutional provisions, or if it is necessary to adjudicate cases in light of changing legal and social circumstances not known to members of the Philadelphia Convention. We will begin with a study of the 1787 Convention and then read a series of law review articles advocating both of these perspectives. Supreme Court opinions will not be covered in this course. Prerequisite: POL 101 or POL 102 or POL 221, and two courses from POL 370, POL 371, POL 372, POL 373, POL 374, POL 375, POL 376. Offered Alternate Years.

POL 400 Cr.2-3
Political Forum
Academics and practicing politicians will be invited to address the students and lead discussion sessions on the important political questions of the time. Reading assignments, lectures and audio-visual presentations will be used to provide background information. Repeatable for credit - maximum six. Offered Occasionally.

ECO/GE/POL/PSY/SOC 408 Cr.4
Teaching and Learning History & Social Studies in the Secondary School
This course will be integrated with a field experience. In the context of a real classroom, teacher candidates will learn how to plan for and assess student learning in history and social sciences. With a focus on content knowledge, teacher candidates will plan a variety of meaningful learning experiences, assess student learning, and monitor and modify instruction to best support the individual learners in the classroom. The teacher candidate will design, enact, and assess activities that advance student understanding to more complex levels. Teacher candidates will gain experience in monitoring the obstacles and barriers that some students or groups of students face in school and learn how to design learning experiences to support all learners. Prerequisite: EDS 351. (Cross-listed with ECO/GE/POL/PSY/SOC, may only earn credit in one department.) Offered Fall, Spring.

POL 433 Cr.3
Women and Politics in Asia
This course takes a look at the status and treatment of women in the political systems of Asian countries. It examines the role that history, religion, economics but more importantly politics plays in terms of the life of women in this part of the world. The focus of the course is the status of women in the political systems of Asia. Prerequisite: POL 202 or POL 205 or POL 234 or junior standing. Offered Occasionally.

POL 436 Cr.3
Women and Politics in the Middle East
This course focuses on the status and treatment of women in the political systems of Middle Eastern countries. It examines the effects of politics as well as history, religion and economics in the lives of women in this region of the world. Prerequisite: POL 202 or POL 205 or POL 234 or junior standing. Offered Occasionally.

POL 437 Cr.3
Women and Politics in Africa
This course focuses on the status and treatment of women in the political systems of African countries. It examines the role that history, religion, economics but more importantly politics plays in terms of the life of women in this part of the world. The focus of the course is the status of women in the political systems of Africa. Prerequisite: POL 202 or POL 205 or POL 234 or junior standing. Offered Occasionally.

POL 439 Cr.3
Women and Politics in Latin America
This course analyzes gender and sexuality issues in the political systems of Latin American countries. It examines the role that history, religion, economics but more importantly politics plays in the lives of women in this part of the world. Prerequisite: POL 202 or POL 205 or POL 234 or junior standing. Offered Occasionally.

POL 446 Cr.3
Model UN: International Diplomacy
An examination of contemporary international diplomacy, which also includes participation in a regional or national Model United Nations conference. The course examines the government, politics, and foreign policy of assigned countries, with particular emphasis on problems whose solutions may necessitate cooperative multilateral diplomacy. Repeatable for credit - maximum six. Prerequisite: POL 346. Offered Fall.
POL 450 Cr.1-12
Internship in Political Science
An academically relevant work experience within the federal, state, or local government structure, or within other political organizations such as political parties, as arranged by the department. The experience will be supervised closely both by the local internship coordinator and the departmental staff. A written report relating the field experience to academic training will be required. Repeatable for credit - maximum 12. Consent of department. Offered Fall, Winter, Spring, Summer.

POL 451 Cr.3
Internship in Criminal Justice
An academically relevant field experience for minors in criminal justice. Prerequisite: SOC 324; junior standing; criminal justice minor. Offered Fall, Winter, Spring, Summer.

POL 494 Cr.3
Capstone Seminar in Politics and Government
Assessment of political science and public administration majors including a variety of written papers and oral presentations utilizing a seminar format. Prerequisite: POL 261 or POL 361; political science, political science education, or public administration major; senior standing. Offered Fall, Spring.

POL 498/598 Cr.2-3
Honors/Graduate Reading & Research in Political Science
Directed honors or graduate reading and research from reading lists under the supervision of the candidate's faculty adviser. Designed to prepare the honors candidate for the terminal examination. Prerequisite: senior standing; honors program candidate or graduate standing. Offered Fall, Spring.

POL 499 Cr.1-3
Independent Study in Political Science
Independent study comprised of readings and research in political science, and under the supervision of a faculty adviser. Repeatable for credit - maximum six. Consent of instructor. Offered Fall, Spring.

Psychology (PSY) - Courses

+ next to a course number indicates a general education course

Courses

+PSY 100 Cr.3
General Psychology
A comprehensive introduction to contemporary basic principles and theories of behavior and related processes along with supporting scientific evidence and applications. Topics include sensory processes, perception, learning, memory, motivation, emotion, developmental change, measurement, social interaction and abnormal behavior. Offered Fall, Spring, Summer.

PSY 200 Cr.1
Orientation to the Psychology Major
This course is an orientation to psychology as a major. It is designed for sophomore level students who have either declared or are considering psychology as a major. It is also appropriate for second semester freshmen or first semester juniors. The field of psychology as a discipline will be discussed as will career options related to the field. Students will be required to complete a variety of tasks designed to identify and/or clarify career paths and goals and increase their understanding of psychology as both an empirical and applied field. Prerequisite: PSY 100. Offered Fall, Spring.

PSY 204 Cr.3
Abnormal Psychology
This course introduces students to various clinical presentations of psychopathology that may occur throughout human development. It provides an overview of specific psychological disorders as well as disorder-specific etiological considerations, associated clinical features, defining characteristics, and diagnostic criteria. The course also includes overviews of current treatments for the major disorders, and ethical considerations in mental health care. Prerequisite: PSY 100 or PSY 212; sophomore standing. Offered Fall, Spring.

PSY 205 Cr.3
Effective Behavior
This course is a general overview of ways that psychological science can be applied to individuals' lives to increase effective behavior. Course themes include exploring ways to improve enactment of roles through the lifespan such as student, parent, worker, and life partner. Topics may include: coping and stress; alcohol and drugs; relationships; and workplace skills and career issues. Prerequisite: PSY 100. Offered Fall, Spring.

PSY 210 Cr.3
Developmental Psychology
Designed for the psychology major as an introduction to developmental psychology, the course emphasizes the historical, theoretical and methodological approaches to human development across the lifespan. Psychological principles, concepts, and historical and recent research in the areas of prenatal, cognitive, language, social/emotional, and physical development are explored. Prerequisite: PSY 100; Psychology Milestone 1 (completion of psychology new major online tutorial and meeting with psychology advising coordinator.) Students may only earn credit in PSY 210 or PSY 212. Offered Fall, Spring.

PSY 212 Cr.3
Lifespan Development
An overview of human development from conception through death. It emphasizes major developmental milestones in several domains, including physical, cognitive and social/emotional. It also introduces students to prominent historical, theoretical, and methodological approaches to human development as well as to practical applications. Does not apply to the psychology major. Students may only earn credit in PSY 210 or PSY 212. This course is not for psychology majors. Offered Fall, Spring.

PSY 241 Cr.3
Social Psychology
This course addresses the effects of the social context on human behavior. Topics may include attitudes; stereotyping and discrimination; aggression and prosocial behavior; and interpersonal relationships. It also examines the implications of social psychological principles in areas such as health, the environment and the legal system. Prerequisite: PSY 100 or SOC 110. Students may only earn credit in SOC 330 or PSY 241. Offered Fall, Spring.

ESS/PSY/WGS 259 Cr.1-3
Girls and Women in Sport
This course is an introduction to the involvement of girls and women with sport. It includes a historical perspective on women's sport participation, cultural images of women athletes, teaching and coaching implications of current research, Title IX, and recreation/leisure approaches to physical activity. Course content may vary according to instructor. (Cross-listed with ESS/PSY/WGS; may only earn credit in one department.) Offered Occasionally.
+PSY 282 Cr.3

Cross-Cultural Psychology
An orientation to the definitions, concepts, theories, and methodologies of cross-cultural psychology. Included is an examination of cultural and ecological factors and their influences on perceptual and cognitive processes, personality, language, and other psychological variables. Prerequisite: PSY 100. Offered Fall, Spring.

+PSY 285 Cr.3

Culture and Mental Health
This course provides an examination of the relationship between culture and mental health. Specific attention is given to the impact of racism, prejudice, and minority status on the lives of various American minority groups and how the effects of these factors reveal themselves within a mental health framework. An eclectic, multidisciplinary approach that draws from clinical and social psychology, as well as sociology, is utilized. Prerequisite: PSY 100; sophomore standing. Offered Annually.

PSY 291 Cr.1-3

Contemporary Topics in Psychology
Introductory exploration of special topics relevant to the field of Psychology. Topics of specific interest to undergraduate students will be offered periodically. Offerings will be determined by staff/student interest and availability of teaching resources. Departmental approval is necessary to apply more than six credits toward the psychology major. Prerequisite: PSY 100. Offered Occasionally.

PHL/PSY 301 Cr.3

Theory of Knowledge
An intensive examination of three major questions: (1) What are the principal grounds of knowledge? (2) How certain can we be of what we think we know? (3) Are there limits beyond which we cannot hope to extend knowledge? Strong emphasis is placed on the problems of perception, learning, and knowledge representation. Prerequisite: PHL 100 or PHL 101 or PHL 120 or PHL 200 or PSY 100. (Cross-listed with PHL/PSY; may only earn credit in one department.) Offered Alternate Years.

PSY 302 Cr.3

Environmental Issues: Applied Psychology
This course is an exploration of psychological perspectives on environmental issues. Two trends associated with the relationship between human attitudes and behavior and the natural and built environments will be examined. First, the course will focus on what psychology has to offer in terms of explaining how attitudes and behaviors have contributed to the degradation of the natural environment. Second, it will focus on the synergistic relation between person and planetary well-being characteristic of the "green psychology" movement. Prerequisite: PSY 100 or ENV 201. Offered Occasionally.

PSY 303 Cr.3

Personality Theories, Models and Measures
Exploration and evaluation of major theories of personality. Particular attention is paid to psychoanalytic, neopsychoanalytic, behavioral, trait and humanistic theories of personality. This course will also address current research in the field of personality psychology and issues in personality measurement. Prerequisites: PSY 100; PSY 210 or PSY 212; junior standing. Offered Fall, Spring.

PSY 305 Cr.3

Human Sexuality
This course is an exploration of human sexuality from biological, psychological, and social perspectives throughout the lifespan. Sexual attitudes and behaviors reflecting a broad spectrum of typicality and experience will be discussed. Prerequisite: PSY 100; minimum of 45 credits earned. Offered Fall, Spring.

PSY 307 Cr.3

Intimate Relationships
This course explores the development and life cycle of cross-sex and same-sex intimate relationships (e.g., dating, romantic, and marital partnerships). The course will focus on topics such as: human need for relationships, interpersonal attraction, love, attachment, communication, relationship development and maintenance, sexually, jealousy, conflict and aggression. Conditions influencing relationships such as illness, aging, poverty, trauma, and intimate partner violence will be examined. The course will also highlight factors associated with relationship success and/or dissolution. Students will engage with the theory, research, and practical application of the course material. Prerequisite: PSY 100 or PSY 212; junior standing. Offered Annually.

PSY 308 Cr.1-2

Research Apprenticeship
This course offers research experience under the supervision of a faculty member. The student will assist a faculty member in any phase of the research process including literature searches, formulation of instruments, pilot studies, data collection, data coding, and computer analysis. Repeatable for credit - maximum six. Prerequisite: PSY 331; junior standing. Consent of department. Pass/Fail grading. Offered Fall, Spring.

PSY 309 Cr.1

Volunteer Experience in Psychology
This course provides students with opportunities to gain practical experience through interaction with a variety of age groups. This supervised fieldwork requires 30 hours on site per semester. Repeatable for credit - maximum two. Prerequisite: PSY 100, PSY 210 or PSY 212; Psychology Milestone 1 (completion of psychology new major online tutorial and meeting with psychology advising coordinator.) Offered Fall, Spring.

PSY 315 Cr.3

Behavior Modification
This course will examine the theory and techniques of systematic behavior management and behavior control. Applied social learning theory, reinforcement, shaping, modeling, cognitive and rational techniques, extinction, aversive procedures, and token economies will be covered. Course will include the planning, execution, and evaluation of a personal behavior self-modification program, and several other opportunities to apply behavioral principles to everyday experiences. Prerequisite: PSY 100; PSY 204; PSY 210 or PSY 212. Offered Annually.

PSY 316 Cr.1-3

Child Abuse and Neglect
This course provides an overview of child abuse and neglect from historical and contemporary perspectives. The course will cover causes, consequences, and contextual factors associated with child maltreatment. Interventions for children, families, caregivers, and community will be covered. Topics include physical and emotional abuse and neglect, sexual abuse, reporting and investigation, and prevention and treatment for victims and abusers. Prerequisite: PSY 210 or PSY 212; junior standing. Offered Occasionally.

+PSY 318 Cr.3

Psychology of Women
Theories and research concerning the biological, psychological, and social aspects of female functioning will be evaluated. The course will analyze psychological literature that addresses itself to the experience, development, and behavior of women from different ethnic and cultural backgrounds. Prerequisite: PSY 100; sophomore standing. Offered Fall, Spring.
PSY 319 Cr.3  
**Men and Masculinities**  
This course examines everyday life using the theories, methods, and findings from the psychology of men and masculinities. The psychology of men is analyzed from multiple perspectives including biological, social learning, feminist, and social constructionist theories. The course considers the role of patriarchy, biology, the media, and other factors that shape the lives of individuals and social groups. Specific topics include men’s mental and physical health, violence, work, and diversity. Prerequisite: PSY 100 or PSY 212 or WGS 100 or WGS 130 or EFN 205. Offered Occasionally.

PSY 320 Cr.3  
**Human Motivation**  
This course examines contemporary and historical psychological conceptions, principles, and theories of human motivation. Concern is given to physiological, cognitive, emotional, and social factors that influence human’s desires, aspirations, and behaviors. Practical applications to multiple areas including education, industry, health, and everyday situations will be considered. Prerequisite: PSY 100 and PSY 210; or PSY 212. Offered Occasionally.

PSY 321 Cr.3  
**Research Methods for Psychology Minors**  
Introduction to the research methods associated with psychological research for psychology minors. Consideration given to formulation of problems, techniques for gathering data, and the presentation and interpretation of research. Focus on an ability to critically evaluate social science research. (Not required of students who major in CST or SOC or WGS). Prerequisite: PSY 100; 45 earned credits. Not open to psychology majors. Offered Fall, Spring.

PSY 331 Cr.4  
**Experimental Psychology: Lecture and Laboratory**  
This course provides an introduction to experimental and other research methods as used in psychology. The emphasis is on the scientific method, techniques of data collection, and the principles and theories employed in the study of behavior and mental processes. The laboratory portion develops skills in observation, formulating research ideas and hypotheses, designing and conducting research, data analysis, and scientific report writing. Prerequisite: Psychology Milestone 2 (“C” or better in PSY 100 & MTH 145; complete ENG 110 & CST 110; combined GPA of at least 2.25 in these four courses; completion of 30 cr.); three other credits in PSY. Open to psychology majors only. Offered Fall, Spring.

PHL/PSY 333 Cr.3  
**Philosophy of Mind**  
A study of the nature of the mind from both philosophical and psychological perspectives. The course will focus on important attempts to solve the mind-body problem, how mind and body are related and also will address the related problems of consciousness, intentionality, free will and personal identity. Prerequisite: PHL 100 or PHL 101 or PHL 200 or PSY 100. (Cross-listed with PHL/PSY; may only earn credit in one department.) Offered Alternate Years.

PSY 334 Cr.3  
**Health Psychology**  
This course will examine the role of psychological factors in health, wellness, and illness. The focus will be on the interdependence of physiological, psychological, and sociocultural factors on the experience and treatment of acute and chronic illness. There will be a strong emphasis on the mind/body connection and evidence-based mind/body interventions (e.g., physical, psychological, spiritual, social, emotional, and intellectual). Ethical considerations, multicultural contexts, and public policy issues in treatment and research will be considered. Prerequisite: PSY 100 and six additional credits in PSY; or PSY 100 and BIO 312 or ESS 205. Offered Fall, Spring.

PSY 343 Cr.3  
**Group Dynamics**  
This course focuses on the structure and function of groups. Topics covered may include communication, process losses, leadership, problem-solving, improving the effectiveness of groups and intergroup relations. Prerequisite: PSY 100 or SOC 110. Not open for credit to students who have completed or are enrolled in CST 365 and/or SOC 334. Offered Annually.

PSY 347 Cr.3  
**Empathic Listening Skills**  
This course is designed to clearly define empathic listening skills within a multicultural context. Students will learn to differentiate listening from psychotherapy and will practice listening skills. Topics include values identification, basic listening skills, in-depth exploration skills, and action planning without counseling. Ideal for those who will plan to work in a human services setting. Prerequisite: PSY 100; second semester sophomore standing. Offered Fall, Spring.

PSY 355 Cr.3  
**Infancy and Early Childhood**  
This course will provide students with an in-depth examination of human development during infancy and early childhood (conception through approximately age five) from a multidimensional perspective. Normative development in the following areas will be examined: prenatal, physical, perceptual, cognitive, language, social, and emotional. Legal and public policy implications will be discussed. Research methodology and theoretical perspectives will be integrated throughout each topic area. Prerequisite: PSY 100 and PSY 210; or PSY 212. Offered Occasionally.

PSY 356 Cr.3  
**The School-aged Child**  
This course focuses on basic principles, theories, and research in human development from conception through middle childhood (ages 5-12 approximately). Topics include physical, cognitive, language, social/emotional and personality development. Both the biological/genetic (nature) and the environmental (nurture) influences on development will be examined within each developmental area. Prerequisite: PSY 100 and PSY 210; or PSY 212. Offered Annually.

PSY 357 Cr.3  
**Adolescence**  
Focuses on the developmental tasks of adolescence and the influence of family, peers, school and society. Topics include historical perspectives, cognitive and moral development, self-concept, sexuality, vocational choice, and problems of adolescence. Prerequisite: PSY 100 and PSY 210; or PSY 212. Offered Annually.
PSY 358 Cr.3  
**Adulthood**  
An overview of the 'journey of adulthood' including both continuity and change. It introduces students to major historical and theoretical perspectives on adult development as well as primary methodological techniques for studying adult development. It examines milestones and transitions in traditional developmental domains (physical, cognitive and social and emotional) and explores individual responses and adjustments to these experiences. Prerequisite: PSY 100 and PSY 210; or PSY 212. Offered Annually.

PSY 359 Cr.1  
**Aging and the Elderly**  
The study of aging and older persons from a psychological perspective. It highlights physical, cognitive, emotional and social characteristics of old people and developmental changes associated with aging processes. Special attention is focused on the differences between typical aging and disease-related conditions associated with aging. Attention also is focused on diversity in the experience of aging and on practical applications. Prerequisite: PSY 358 or concurrent enrollment. Offered Occasionally.

PSY 360 Cr.3  
**Cross Cultural Human Development**  
This course represents a blend of cross-cultural concepts and human development (across the lifespan) and will seek to explore the influence of culture on various aspects of human development. More specific topics include the role of culture on: socialization, physical growth, cognition, self and personality, sex and gender, social behavior, family relations, and health. Prerequisite: PSY 100 and PSY 210 or PSY 212. Offered Occasionally.

PSY 370 Cr.3  
**Educational Psychology**  
This course examines the application of psychological principles to school learning. Topics covered include theories of learning, individual differences, motivation, classroom management, measurement and evaluation, and effective teaching. The content will be discussed in relation to current issues and problems. Prerequisite: PSY 100; PSY 210, or PSY 212, or ECE 212, or ESS 207 and ESS 200 or ESS 225. Offered Fall, Spring, Summer.

PSY 376 Cr.3  
**Industrial/Organizational Psychology**  
Psychological principles, concepts and methods applicable to organizational and industrial situations and practices. Topics include personnel selection, placement and evaluation; training; motivation; leadership; and social factors in organizations. Prerequisites: six credits in psychology; junior standing. Offered Annually.

PSY 377 Cr.3  
**Psychology and Law**  
This course examines a variety of ways that psychology intersects with the legal system. Topics include criminal profiling, false confessions and eyewitness misidentification, forensic assessment of competency and insanity, jury selection and decision-making, the impact of race in criminal sentencing, the philosophy and psychology of imprisonment, workplace harassment and discrimination, and roles for psychologists in the legal system. Prerequisite: PSY 100 or SOC 110 or SOC 120 or ANT 101. Offered Occasionally.

PSY 391 Cr.1-3  
**Contemporary Topics in Psychology: Intermediate**  
Intermediate consideration of contemporary topics related to psychological theories and research methods. Topics of specific interest to undergraduate students will be offered periodically. Offerings will be determined by staff/student interest and availability of teaching resources. Credit, prerequisite and format will vary according to the specific topics selected and the target student group. Departmental approval is necessary to apply more than six credits toward the psychology major. Offered Occasionally.

PSY 403/503 Cr.3  
**Advanced Psychopathology**  
This course focuses on selected topics in the area of clinical and abnormal psychology and is designed to provide in-depth knowledge of advanced current issues in the field. It helps prepare students for the field of human services by offering additional information beyond that conveyed in the abnormal psychology course on the diagnosis and treatment of a number of psychological disorders. Prerequisite: PSY 204; junior standing. Offered Occasionally.

PSY 404 Cr.3  
**Counseling and Personality Theories**  
A comprehensive conceptual review of theories of psychotherapy and counseling with a focus on the processes of change. The theories examined include the psychodynamic, person-centered, gestalt, behavioral, cognitive-behavioral, solution-focused, marriage and family therapy, and group therapy. Divergence and convergence among the theories will be examined. This course will focus on the presentation of a transtheoretical analysis of these major theoretical views and methods used in psychotherapy. The course will emphasize the pragmatic and integrated qualities of major theories of psychotherapy and counseling. Prerequisite: PSY 100 or PSY 212; PSY 204; PSY major with completed Psychology Milestones 1 & 2 or declared psychology minor, criminal justice minor, or at risk child/youth care minor. Offered Fall, Spring.

PSY 405 Cr.1-2  
**Teaching Apprenticeship in Psychology**  
This course provides preparation and experience in a variety of instructional practices, strategies and techniques. Students study theory and research on teaching and practice teaching skills under the guidance of faculty members. Repeatable for credit - maximum six. Prerequisite: junior standing; minimum 3.25 cumulative GPA. Pass/Fail grading. Offered Fall, Spring.

PSY 406 Cr.3  
**Positive Psychology**  
Positive psychology explores the enhancement of human experience for individuals, families, and communities rather than a focus on mental illness. The course examines attitudes, traits, behaviors, and environments associated with well-being. Emphasis will be placed on both understanding the concepts as well as the possible avenues for application to students’ lives. The course offers opportunities for self-assessment and the ability to demonstrate individual understanding of the research base supporting the field. Prerequisite: PSY 100; PSY 204; PSY 210 or PSY 212; junior standing. Offered Occasionally.

PSY 407 Cr.3  
**Children's Cognition**  
This course will examine contemporary theories and current research on children's cognition, focusing on the years from birth to early adolescence. Topics considered will include biological bases of cognitive development; Piagetian and neo-Piagetian theory, sociocultural theories of cognition, information-processing approaches to children's memory and problem solving, the development of social cognition, and schooling and cognition. Prerequisite: PSY 210 or PSY 212. Offered Annually.
ECO/GEO/HIS/POL/PSY/SOC 408 Cr.4
Teaching and Learning History & Social Studies in the Secondary School
This course will be integrated with a field experience. In the context of a real classroom, teacher candidates will learn how to plan for and assess student learning in history and social sciences. With a focus on content knowledge, teacher candidates will plan a variety of meaningful learning experiences, assess student learning, and monitor and modify instruction to best support the individual learners in the classroom. The teacher candidate will design, enact, and assess activities that advance student understanding to more complex levels. Teacher candidates will gain experience in monitoring the obstacles and barriers that some students or groups of students face in school and learn how to design learning experiences to support all learners. Prerequisite: EDS 351. (Cross-listed with ECO/GEO/HIS/POL/PSY/SOC; may only earn credit in one department.) Offered Fall, Spring.

PSY 410/510 Cr.3
Advanced Developmental Psychology
An in-depth study of important topics in developmental psychology. Relevant theories and recent research in social development, cognitive development, moral development, language development, and emotional development will be evaluated. Prerequisite: PSY 210 or PSY 212; PSY 321 or PSY 331; MTH 145; junior standing. Offered Occasionally.

ERS/PSY 415 Cr.3
Multicultural Counseling
This course focuses on the effects of culture on the nature and behavior of individuals, their adaptations to institutions and environments, and their relations within and outside their culture. Specifically, the impact of concepts such as ethnocentrism, stereotypes, racism and prejudice are explored in terms of their relevance to the counseling process. Counseling strategies and skills relevant to providing effective multicultural counseling are investigated. Prerequisite: PSY 100, PSY 204. (Cross-listed with ERS/PSY; may only earn credit in one department.) Offered Annually.

PSY 417 Cr.3
Child and Adolescent Psychopathology
An examination of psychological disorders which first appear during infancy, childhood and adolescence. This course covers the etiology, diagnosis, classification, treatment, and prevention of psychological disorders from different theoretical orientations. Special emphasis is placed on applying basic concepts and empirical data to various professional settings and to social policy issues. Prerequisite: PSY 210 or PSY 212; PSY 204. Offered Fall, Spring.

PSY 420/520 Cr.3
Advanced Research Methods
An advanced course in the quantitative and logical aspects of statistical analysis, interpretation and design of behavioral science research and experimentation. Major emphasis is on the conceptual rather than the computational aspects of quantitative methods. Recommended for those planning graduate work in psychology or related fields. Prerequisite: PSY 100; PSY 210; grade of "B" or better in PSY 321 or PSY 331; grade of "B" or better in MTH 145 or admission to Psychology Honor Program; junior standing. Offered Spring.

PSY/SOC 422 Cr.3
Death, Grief, and Bereavement
A study of the interaction of individuals and families coping with dying and death in various social settings including hospitals, care facilities, and hospices. Topics include psychosocial aspects of grief and mourning, sociological dimensions of bereavement, and various rituals of funeralization in the United States and other societies. Special attention is given to case studies and medical/ethical decision-making at the end of life, as well as other aspects of the social organization of death, dying, and bereavement. Prerequisite: PSY 100 or SOC 110 or SOC 120 or ANT 101; junior standing. (Cross-listed with PSY/SOC; may only earn credit in one department.) Offered Annually.

PSY 426/526 Cr.3
Addictive Behaviors
Study of the personality characteristics of individuals experiencing substance abuse, dependency, and compulsive behaviors such as eating disorders and gambling. The focus will be on abuse as a maladaptive response to the demands of life. Special topics will include consumptive patterns, level of dependence, neurological status, assessment, and contemporary treatment techniques. Prerequisite: PSY 100; PSY 204; PSY 210 or PSY 212; junior standing. Offered Annually.

PSY 430 Cr.3
Cognitive Neuroscience
This course focuses on the utilization of a biological approach to understanding mental phenomena and behavior. Biological information includes the development and structure of the central nervous system, neuroanatomy and physiology, the function of basic neural events, neurotransmitters, neuropharmacology, hormones, evolution of behavior, brain development, neuroplasticity, and response to neural damage. Topics associated with how neural events influence human phenomena may include biological rhythms, consciousness, perception, sleep and dreaming, emotions, aggression, stress, learning, memory, and cognition. Prerequisite: PSY 100; PSY 321 or PSY 331 or BIO 312; junior standing. Offered Annually.

PSY 431 Cr.3
The Study of Consciousness
A comprehensive examination of conscious and nonconscious states of awareness. The course will explore contemporary cognitive theories on the nature of consciousness and its role and functioning in human behavior. The course also will cover states of consciousness (i.e., sleep and dreaming) as well as alterations in consciousness through hypnosis and psychedelic drugs. Prerequisite: PSY 100; BIO 312 or PSY 321 or PSY 331 or PHL 333. Offered Occasionally.

PSY 432 Cr.3
Learning and Memory
A study of the fundamental concepts and principles of human and animal learning and contemporary topics in human memory. Specific topics include classical and operant (instrumental) conditioning, concept and skill learning, memory storage, and retrieval, forgetting, and the use of information. Prerequisite: PSY 100; PSY 321 or PSY 331. Offered Annually.

PSY 434/534 Cr.3
Clinical Neuropsychology
This course examines the relationship between brain functioning and cognition, behavior, and emotion. The course covers neuroanatomy, neurophysiology, and neuropsychological assessment. The history, rationale, goals, and procedures of neuropsychological assessment will be explored alongside the role that neuropsychologists play in the evaluation and treatment of individuals with disorders (e.g., dementia, stroke, or traumatic brain injury). Prerequisite: PSY 100, PSY 321 or PSY 331 or BIO 312; junior standing. Offered Annually.
PSY 435/535 Cr.3

**Cognitive Processes**
This course examines theories, models, and related experimental research concerning human mental processes. Topics include acquisition of information, memory, decision-making, problem solving, and language. Prerequisite: PSY 100, PSY 321 or PSY 331; junior standing. Offered Annually.

PSY 436/536 Cr.3

**Psychology of Language**
An introductory course in psycholinguistics concerned with the comprehension, production and acquisition of language. Other topics include: language and thought, reading, writing, bilingualism, figurative language, metalinguistic skills, and the neuropsychology of language. Prerequisite: PSY 100; PSY 321 or PSY 331; junior standing. Offered Annually.

PSY 439 Cr.3

**Sensation & Perception**
Survey of the physiology and psychology of the human senses (e.g., vision, audition, smell, taste, and the skin senses) and the role they play in the attainment of knowledge and the regulation of behavior. In addition, the course will examine the various perceptual processes through which we interpret and restructure sensory information as we respond to changes in the environment. Prerequisite: PSY 100; PSY 321 or PSY 331 or BIO 312. Offered Fall, Spring.

PSY 440 Cr.3

**Psychopharmacology**
A study of the movement of psychoactive drugs into, around and out of the body, with an emphasis on the drug's site of action, therapeutic effects, side effects and possible clinical uses. Prerequisite: PSY 100; PSY 321 or PSY 331 or BIO 312; junior standing. Offered Annually.

PSY 441/541 Cr.3

**Advanced Social Psychology**
The course will provide coverage of methodology and statistics most frequently encountered in social psychology and cover topics both of classic and current interest such as stereotypes and prejudice, medical social psychology, environmental psychology, social interdependence, leadership, and power. Prerequisite: completion of Psychology Milestones 1 & 2; Grade of "B" or higher in PSY 241 or SOC 390; MTH 145; junior standing. Offered Annually.

PSY 442 Cr.3

**Genes and Behavior**
A study of the philosophical and empirical foundations of modern psychology. Outstanding contributions by individual scholars and the development of major systems of thought within the field. Recommended for students considering graduate school in psychology. Prerequisite: PSY 100; PSY 321 or PSY 331; MTH 145; junior standing. Offered Annually.

PSY 443 Cr.3

**History and Systems of Psychology**
A study of the philosophical and empirical foundations of modern psychology. Topics include: language and thought, reading, writing, bilingualism, figurative language, metalinguistic skills, and the neuropsychology of language. Prerequisite: PSY 321 or PSY 331; junior standing. Offered Annually.

PSY 445 Cr.3

**Individual Projects in Psychology**
Directed readings, research, or other individualized projects in psychology under the supervision of an instructor. Open to students who are in good standing. Registration requires consent of supervising instructor and department chair. Repeatable for credit - maximum six. Prerequisite: 12 credits in psychology. Consent of department. Offered Fall, Spring.

PSY 446 Cr.3

**Racism and Oppression**
This course focuses on psychological theory and research regarding individual, group, historical, institutional, and societal causes of racism and oppression. The manifestations and consequences of racism and oppression are examined as are the challenges inherent in reducing racism and oppression. Both historical and contemporary racism and oppression in a global context are analyzed. Prerequisite: ERS 100 or PSY 241 or PSY 285 or SOC 330; junior standing. Students with credit in ERS/PSY 443 cannot earn credit in ERS/PSY 442. (Cross-listed with ERS/PSY; may only earn credit in one department.) Offered Annually.

ERS/PSY 444 Cr.3

**Prejudice and Stigma**
This course explores the psychological underpinnings of prejudice and stigma from an empirical, research-based perspective. In addition to covering well-recognized forms of prejudice such as racism, the course examines discrimination more broadly in terms of its impact on those who stigmatize and those who are stigmatized. Prerequisite: PSY 100; PSY 241 or SOC 330; PSY 321 or PSY 331. Students with credit in ERS/PSY 442 may not earn credit in ERS/PSY/443. (Cross-listed with ERS/PSY; may only earn credit in one department.) Offered Annually.

PSY 450 Cr.2-3

**Fieldwork Experience in Psychology: Undergraduate Internship**
An academically relevant field experience for majors in psychology. The field experience will be arranged through Career Services and supervised by psychology instructional coordinator. No more than three credits may be applied to a major in psychology. Prerequisite: PSY 100, PSY 210; cumulative GPA of 2.30; junior standing; completion of Psychology Milestones 1 & 2. Consent of instructor. Offered Fall, Spring, Summer.

PSY 451/551 Cr.3

**Psychological Measurement**
Principles and procedures for the psychological measurement of human differences. This course examines the development, quantitative interpretation, uses, distinctive and desired characteristics of tests of intelligence, aptitudes, achievement, occupational interests and personality. Prerequisite: PSY 100; PSY 321 or PSY 331; grade of "C" or better in MTH 145; junior standing. Offered Fall, Spring.

PSY 452 Cr.3

**Sensation & Perception**
Survey of the physiology and psychology of the human senses (e.g., vision, audition, smell, taste, and the skin senses) and the role they play in the attainment of knowledge and the regulation of behavior. In addition, the course will examine the various perceptual processes through which we interpret and restructure sensory information as we respond to changes in the environment. Prerequisite: PSY 100; PSY 321 or PSY 331 or BIO 312. Offered Fall, Spring.

PSY 455 Cr.3

**Genes and Behavior**
A study of the movement of psychoactive drugs into, around and out of the body, with an emphasis on the drug's site of action, therapeutic effects, side effects and possible clinical uses. Prerequisite: PSY 100; PSY 321 or PSY 331 or BIO 312; junior standing. Offered Annually.

PSY 459 Cr.3

**History and Systems of Psychology**
A study of the philosophical and empirical foundations of modern psychology. Outstanding contributions by individual scholars and the development of major systems of thought within the field. Recommended for students considering graduate school in psychology. Prerequisite: PSY 100; PSY 321 or PSY 331; MTH 145; junior standing. Offered Annually.

PSY 461 Cr.3

**Individual Projects in Psychology**
Directed readings, research, or other individualized projects in psychology under the supervision of an instructor. Open to students who are in good standing. Registration requires consent of supervising instructor and department chair. Repeatable for credit - maximum six. Prerequisite: 12 credits in psychology. Consent of department. Offered Fall, Spring.

PSY 482 Cr.1-3

**Psychological Measurement**
Principles and procedures for the psychological measurement of human differences. This course examines the development, quantitative interpretation, uses, distinctive and desired characteristics of tests of intelligence, aptitudes, achievement, occupational interests and personality. Prerequisite: PSY 100; PSY 210 or PSY 212; PSY 321 or PSY 331 or BIO 312. Offered Occasionally.

PSY 485 Cr.1

**History and Systems of Psychology**
A study of the philosophical and empirical foundations of modern psychology. Outstanding contributions by individual scholars and the development of major systems of thought within the field. Recommended for students considering graduate school in psychology. Prerequisite: PSY 100; PSY 321 or PSY 331; MTH 145; junior standing. Offered Annually.

PSY 487 Cr.1-3

**Appraising Psychology Seminar**
This seminar is designed to actively involve students in the assessment of their psychology education. Students will complete a variety of measures as well as provide in-depth feedback about the psychology major. Students are expected to reflect on themes, debates, and issues in the field of psychology. Prerequisite: senior standing; psychology major/minor. Pass/Fail grading. Offered Spring - Odd Numbered Years.
PSY 489 Cr.3
Honors Seminar
Students develop introductions and methods for independent research projects. Designing sound proposals and grappling with research design issues are the main foci of the course. Projects are completed under the supervision of a faculty adviser (PSY 481). Prerequisite: acceptance into Psychology Honors Program; PSY 100, PSY 331; PSY 420 (may be taken concurrently); MTH 145; junior standing. Offered Occasionally.

PSY 491 Cr.1-3
Contemporary Topics in Psychology: Advanced
This course provides in-depth consideration of significant new areas of development in the field of psychology. Topics of interest to traditional and nontraditional students will be offered on an irregular basis. Credit, prerequisite, and format will vary according to the specific topic selected and the target student group. Offered Occasionally.

Public Administration (PUB) - Courses

Courses

PUB 210 Cr.3
Introduction to Public Administration
An introduction to the principles of bureaucracy, decision-making organization theory, individual and group behavior, personnel and budgetary policies, and the regulatory process within public agencies at all levels of government in the United States. Offered Fall, Spring.

PUB 320 Cr.3
Public Budgeting and Finance
An examination of the public budgetary process. Included are studies of the various approaches to taxation, decision-making and policy evaluation. Prerequisite: PUB 210. Offered Fall.

PUB 330 Cr.3
Public Policy
An intensive, in-depth analysis of selected public policies - their development, administration, effects and relationship to the broader political system from the perspectives of the policy maker and policy analyst. Prerequisite: POL 102 or junior standing. Offered Fall.

PUB 332 Cr.3
Urban Policy
An in-depth analysis of the forms, functions, and problems of urban governments with special attention to metropolitan areas. Field work and the materials of contemporary urban politics will be used. Prerequisite: POL 102 or junior standing. Offered Fall.

PUB 334 Cr.3
Health Policy
An intensive, in-depth analysis of health policies - their development, administration, effects and relationship to the broader political system. The perspectives of the policy maker and public policy analyst are emphasized. Prerequisite: POL 102 or junior standing. Offered Alternate Years.

PUB 338 Cr.3
Environmental Policy
An in-depth exploration of environmental politics and policy making beginning with American environmentalism in the 1960s and concluding with global environmental politics in the 21st century. Environmental issues, ethics, institutional problems, philosophical approaches, economic analyses and implementation problems will be studied. Prerequisite: POL 102 or junior standing. Offered Spring.

PUB 340 Cr.3
Public Personnel Administration
The study of principles and problems of public personnel management and behavior. Prerequisite: PUB 210. Offered Fall.

PUB 342 Cr.3
Urban Administration
An examination of the politics and policy problems facing urban administrators. Emphasis will be placed on policy formulation and implementation, particularly the systematic approaches to urban service delivery. Prerequisite: PUB 210. Offered Spring.

PUB 344 Cr.3
Health Administration
Examination of the policy, political and management problems facing health administrators and policy analysts. Emphasis will be placed on policy formulation and implementation. Prerequisite: PUB 210. Offered Alternate Years.

PUB 346 Cr.3
Ethics Management in Government
The course will include: an introduction to ethics management; a discussion of the U.S. Constitutional and administrative environment in which officials carry out their duties; descriptions and assessments of the tools available to elected and appointed officials who are committed to building ethical organizations; a review of existing ethics management programs in American cities and counties; and a review of legislative and administrative measures taken by Congress, presidents, the judiciary, and the fifty states to foster ethical governance. Prerequisite: PUB 210. Offered Alternate Years.

PUB 399 Cr.3
Special Topics in Public Administration
An introduction and study of selected topics in public administration. Local officials, visiting lecturers, or persons specializing in a particular sub-area of public administration will be invited to present a course focusing on a particular topic. To be on an ad hoc basis. Repeatable for credit - maximum six. Offered Occasionally.

PUB 450 Cr.1-12
Internship in Public Administration
An academically relevant work experience within the federal, state, or local government structure, or within other political organizations such as nonprofit organizations, as arranged by the department. The experience will be supervised closely both by the local internship coordinator and the departmental staff. A written report relating the field experience to academic training will be required. Repeatable for credit - maximum 12. Consent of department. Offered Fall, Winter, Spring, Summer.

PUB 451 Cr.3
Civic Engagement and the Wisconsin Idea
The study of the Wisconsin Idea of Community Service and late twentieth century communitarian and service learning philosophies are examined. The course includes service learning work in non-profit and local governmental agencies as well as the study of the meaning of democracy, citizenship, personal political efficacy, leadership and political culture. Lect. 1, Lab 4. Prerequisite: junior standing. Offered Fall.
Nonprofit Organizations
The management of nonprofit organizations has become an increasingly important field of study given the importance and role of nonprofit organizations within our society. This course will provide students with a general overview of management practices that are specific to nonprofit organizations. Specifically, this course will examine the scope, dimensions, and roles of nonprofit organizations, particularly those designated by the IRS as 501(c)(3), in order to understand their distinctive characteristics and functions in society. Prerequisite: POL 102 or junior standing. Offered Alternate Years.

Radiation Therapy (RT) - Courses

Courses

HP/RT 310 Cr.3
Pathophysiology
This course focuses on the pathophysiologic disorders that affect healthy systems across the life span. Theories of disease causation are introduced. Areas of emphasis include cellular and systemic responses, clinical manifestations, and the response of tissue to radiation damage. Acquired, immune, infectious, carcinogenic, and genetic alterations in body systems are included. Prerequisite: BIO 312, BIO 313; admission to RT, NMT, or the UW School of Nursing. Health professions students’ admission to NMT or UW nursing program, overrides are understood. (Cross-listed with HP/RT may only earn credit from one department.) Offered Fall.

RT 325 Cr.3
Radiation Therapy Readings, Writing, and Research
This course introduces radiation therapy students to the language of radiation therapy and professional issues in the field by the use of selected readings. The Radiation Therapy Writing in the Major program will be introduced along with the types of writing practiced in the field. Students will learn basic research techniques and begin to apply them to their professional education. This course is designed to be taken concurrently with RT 310. Prerequisite: ENG 110 or ENG 112; MTH 145; concurrent enrollment in RT 310; admission to Radiation Therapy Program. Offered Fall.

RT 330 Cr.3
Professional Issues in Radiation Therapy
This course will provide students with knowledge related to the professional issues pertinent to the field of radiation therapy. Course topics will include: professional development, career advancement/options, radiation therapist scope of practice and practice standards, certification and licensure, radiation therapy professional organizations, legislative issues in radiation therapy, as well as ethics and introductory law in radiation therapy. Prerequisite: admission to Radiation Therapy Program. Offered Fall.

RT 350 Cr.3
Patient Care Issues
This course will prepare students to work directly with patients in a health care setting. It will cover such topics as: communication and patient education, assessment, examination and monitoring of patients, body mechanics and patient handling skills, infection control, management of medical emergencies and CPR, nutritional counseling. Prerequisite: admission to Radiation Therapy Program. Offered Spring.

RT 370 Cr.2
Health Care Systems and Human Resources in Radiation Therapy
This course will provide entry-level radiation therapists with the basic health system and human resource knowledge. Course topics will include characteristics of U.S. Health Care System, insurance, health care access, reimbursement in radiation therapy, and applicable human resource topics. Prerequisite: admission to Radiation Therapy Program. Offered Spring.

RT 390 Cr.3
Medical Imaging
This course will provide radiation therapy students with theory and information regarding medical imaging procedures. Radiation therapists play a crucial role in imaging for treatment planning and treatment field verification. The course will provide instruction on analog and digital imaging, as well as various imaging modalities. Prerequisite: PHY 386; admission to Radiation Therapy Program. Offered Spring.

RT 400 Cr.1
Clinical Internship Seminar
This course will prepare students for the clinical internship portion of the program. Course topics will include: professional development, team building skills, radiation therapy terminology, basic clinical concepts, immobilization device construction, CPR, and radiation therapy equipment basics. Prerequisite: admission to Radiation Therapy Program. Offered Spring.

RT 401 Cr.3
Introduction to Radiation Therapy
This course, the first in the clinical internship, will provide the student with an overview of the profession of radiation therapy and its role in health care delivery and cancer management. Students will be oriented to the academic and administrative format of the internship site as well as safety practices of the hospital and radiation therapy department. The radiation therapy process will be identified and discussed along with critical steps in treatment procedures. Students will be prepared for working with patients by learning about charting and documentation as well as appropriate patient/therapist interactions. Prerequisite: RT 310, RT 350; admission to Radiation Therapy Program; assignment to a clinical internship site. Offered Summer.

RT 411 Cr.4
Principles and Practice of Radiation Therapy I
This course, taught during the clinical internship year, addresses the concepts of cancer treatment, focusing primarily on radiation therapy. Methods of improving therapeutic advantage are investigated. Students learn safe and effective use of equipment and accessories along with the rationale for their clinical application. Technical aspects of treatment simulation and delivery are developed. Treatment related side effects and their management and special patient situations are addressed. Prerequisite: RT 310, RT 350, RT 401, RT 471; admission to Radiation Therapy Program; assignment to clinical internship site. Offered Fall.

RT 412 Cr.4
Principles and Practice of Radiation Therapy II
This course, taught during the clinical internship, advances the student’s knowledge of neoplastic disease management. Cancers and some benign conditions of various body sites are discussed in relation to natural history, treatment and prognosis. Technical aspects related to radiation planning and delivery are closely investigated as well as pertinent anatomical considerations, combination therapy, treatment results and the therapist’s role in disease management. Lect. 3, Lab. 2. Prerequisite: RT 411, RT 421, RT 472; admission to Radiation Therapy Program; assignment to clinical internship site. Offered Spring.
RT 421 Cr.3
Cross Sectional, Topographic & Radiographic Anatomy
This course, taught during the clinical internship, revisits anatomy specifically from an imaging perspective. Students will learn to identify structures and pathology on x-rays, CT and MRI scans and locate topographic landmarks on diagnostic and simulation films. Prerequisite: BIO 313, RT 390, RT 401; admission to Radiation Therapy Program; assignment to clinical internship site. Offered Fall.

RT 431 Cr.3
Radiation Therapy Physics
This course, taught during the clinical internship, expands the student’s understanding of physics related to radiation therapy. Topics include the components and operation of linear accelerators and other treatment machines, brachytherapy, specification and modification of beam quality and characteristics, measurement of absorbed dose, treatment machine calibration, beam geometry and treatment with particles. Prerequisite: PHY 386, RT 401; admission to Radiation Therapy Program; assignment to clinical internship site. Offered Fall.

RT 437 Cr.2
Dosimetry and Treatment Planning
This course, taught during the clinical internship, focuses on the characteristics, measurement and manipulation of radiation dose delivery in treatment. This involves advanced concepts of methods of altering dose to optimize the effectiveness of the radiation treatment. Treatment planning for a variety of tumor sites and situations is discussed. Prerequisite: RT 411, RT 421, RT 431; admission to Radiation Therapy Program; assignment to clinical internship site. Offered Spring.

RT 435 Cr.3
Quality Management in Radiation Therapy
This course, taught during the clinical internship, focuses on the purpose and techniques of quality management in a radiation oncology program. The importance of documentation, consistent application of specified protocols and assessment of outcomes are addressed. The responsibilities of the radiation therapist within the radiation oncology team for quality functions are highlighted. Prerequisite: RT 411, RT 431; admission to Radiation Therapy Program; assignment to clinical internship site. Offered Spring.

RT 471 Cr.3
Clinical Practicum I
This course, offered the first summer session of the clinical internship, will orient students to the clinical operation of the internship site. Students will observe staff operations in the radiation therapy clinic, simulation, treatment planning, and treatment delivery areas. Prerequisite: RT 310, RT 350, RT 390; admission to Radiation Therapy Program; assignment to clinical internship site. Offered Summer.

RT 472 Cr.6
Clinical Practicum II
This course, offered fall semester of the clinical internship, will progress students’ clinical skills from observation in simulation, treatment planning and treatment delivery to the point of participation and development of basic competencies. Prerequisite: RT 401, RT 471; admission to Radiation Therapy Program; assignment to clinical internship site. Offered Fall.

RT 473 Cr.6
Clinical Practicum III
This course, offered spring semester of the clinical internship, will offer students the opportunity to continue the process of developing competence and confidence in the areas of simulation, treatment planning and treatment delivery. They will demonstrate competence in intermediate and some advanced procedures. Students will also be given opportunity to work in dosimetry. Prerequisite: RT 411, RT 421, RT 431, RT 472; admission to Radiation Therapy Program; assignment to clinical internship site. Offered Spring.

RT 474 Cr.4
Clinical Practicum IV
This course, offered during the final summer session of the clinical internship, will complete the students’ clinical education experience. By the end of this course, students will have developed proficiency and confidence in areas of simulation, treatment planning and treatment delivery. They will complete all required competencies. Opportunities to broaden the experience and work with different equipment, techniques and advanced procedures will be offered. Prerequisite: RT 412, RT 435, RT 437, RT 473; admission to Radiation Therapy Program; assignment to clinical internship site. Offered Summer.

RT 481 Cr.3
Seminar in Radiation Therapy
The course, offered during the clinical internship, is a capstone course in which students present patient case information, discuss application of radiation science theory, review and critique journal articles and prepare for the national certification exam. Prerequisite: RT 412, RT 435, RT 437; admission to Radiation Therapy Program; assignment to clinical internship site. Offered Summer.

RT 499 Cr.1-3
Independent Study in Radiation Therapy
Independent study in radiation therapy may include individual readings and writing, projects, or research under the direction of a radiation therapy instructor. Repeatable for credit – maximum six. Prerequisite: admission by consent of the instructor and the radiation therapy program director. Consent of department. Offered Occasionally.

Reading (RDG) - Courses

RDG 105 Cr.2
Developmental Reading
A course designed to improve reading efficiency by emphasizing improvement in reading comprehension, rate, and vocabulary. Attention is also given to selected study skills including note taking, test taking, and listening. Enjoyment of reading is stressed. Textbook purchase required. Offered Fall, Spring.

RDG 475 Cr.1-3
Special Topics Seminar in Reading Education
Special topics in reading not covered by current reading courses. The particular topic selected to be determined by current need and interest. Repeatable for credit - maximum six. Prerequisite: junior standing. Offered Occasionally.

Recreation Management (REC) - Courses
Courses

REC 150 Cr.3
Foundations of Recreation
Review of the sociological, philosophical, economic, and historical aspects of recreation and leisure. An introduction to recreation as a profession and investigation of contemporary issues in recreation and leisure. Offered Fall, Spring.

REC 151 Cr.1
Introduction to Recreation Management
This course serves as an introduction to the field of recreation management focusing on the exploration of career areas in the profession and the service delivery systems which define recreation management. Offered Fall, Spring.

REC 201 Cr.3
Outdoor Adventure Leadership
In this course, students will gain knowledge about the history and philosophy of outdoor adventure leadership. Along with examining the interrelationship between leisure behavior and the natural environment, administrative functions such as staffing, risk management, and transportation while in the outdoors will be discussed. Students will receive the knowledge and opportunity to experience the basics of some outdoor adventure activities, such as rock climbing, bouldering, mountain biking, orienteering, ropes course, kayaking, canoeing, etc. Students are expected to synthesize research, lecture, experiential, and reading components of course into assignments which demonstrates an understanding of outdoor adventure leadership. Prerequisite: REC 150, REC 151. Offered Fall.

REC 204 Cr.3
Introduction to Outdoor Education
This course introduces students to the regional ecology and engages them with specific ecological niches, e.g. wetland, forest, prairie and riverine, which frequently serve as outdoor recreation contexts. Students will learn about regional native and non-native plants, fauna and associated natural history while developing ecological observational and recording skills for the purpose of applying this information to outdoor recreation and education programming. Offered Fall.

REC 215 Cr.3
Introduction to Community Recreation
This course provides an overview of community-based recreation including municipal and non-profit recreation agencies. The course will focus on the history, legalities, complexities and unique needs of managing community based recreation. Offered Spring.

REC 301 Cr.3
Leadership and Programming in Recreation
This course provides practical knowledge and experiences on the essential elements and design concepts of program planning. Emphasis is placed on student involvement in planning and directing programs for diverse populations in a variety of physical settings. Prerequisite: REC 150, REC 151; REC major/minor. Offered Fall, Spring.

REC 304 Cr.3
Maintenance of Recreation Facilities
An introduction to maintenance of recreation facilities, parks and outdoor recreation areas and the efficient operation and management of aquatic facilities. Prerequisite: junior standing. Offered Fall - Even Numbered Years.

REC 305 Cr.2
Operation and Management of Swimming Pools and Spas
The efficient operation and management of swimming pools, spas, and other aquatic facilities. The promotion of attractive aquatic programs. Prerequisite: junior standing; REC major/minor or ESS-sport management major. Offered Fall - Odd Numbered Years.

REC 306 Cr.3
Environmental Ethics, Outdoor Recreation and Natural Resources
This course provides an overview of the natural resources used for outdoor recreational pursuits, an analysis of leisure activities dependent upon natural resources, a presentation of the problems of recreational land use and an introduction to environmental awareness and outdoor safety. Recreation and natural resources at the national, state, local and private levels will be addressed with emphasis on the understanding of how outdoor recreation affects and is affected by natural resources. Offered Fall, Spring.

REC 310 Cr.3
Youth Development in the Recreation Profession
This course provides an overview of the theories and processes that form the foundation for youth services in the field of recreation in the United States. The course will explore the history of youth development with an acute focus on the theories and practices necessary for implementing strategic and effective youth development recreation programs. Prerequisite: REC 150, REC 151. Offered Spring - Odd Numbered Years.

REC 315 Cr.3
Contemplative Leisure
This course utilizes natural environments as a venue for experientially teaching recreation management students the role of contemplative leisure in a complete and balanced lifestyle. Students will explore and experientially implement a variety of contemplative practices and group processing and debriefing theories, techniques and models. Prerequisite: REC 301; REC major/minor. Offered Fall, Spring.

REC 320 Cr.3
Introduction to Tourism
An introduction to the nature and scope of tourism that is intimately related to recreation. This course provides a basic understanding of tourism from the tourism system perspective. The topics include tourist behavior, special-interest tourism, destination marketing, economic, social-cultural, and environmental impacts of tourism on a destination, and sustainable tourism development. In addition to the business and economic benefits of tourism, it also examines the social aspects of tourism. Offered Spring.

REC 325 Cr.3
Leisure in a Diverse Society
This course explores the increasingly diversified nature of society and its impact on individuals’ experiences of leisure. A focus will be placed on the experiences of members of minority populations including issues related to race, gender, sexual orientation, gender identity, religion, social status, age, and disability. Students will be introduced to factors that influence the experience of leisure and leisure service delivery. Prerequisite: REC major/minor. Offered Fall, Spring.

REC 330 Cr.3
Recreation Resource Management
Students will explore the interactions between natural resources and users to produce outdoor recreation. Students will learn to assess natural resources through carrying capacity, limits of acceptable change, competition, and complementarity among and between recreation uses and other resource uses. Methods for monitoring recreational impacts and approaches to managing resource quality and recreational opportunities will be addressed. Prerequisite: REC 150, REC 151. Offered Spring - Even Numbered Years.
REC 335 Cr.3  
Environmental Education  
Based on experiential education and interpretive principles, students will learn methods and materials for effectively teaching environmental concepts in schools, communities, nature centers, camps, and parks. Students will also explore history, theory, philosophy and goals of environmental education programs. Prerequisite: REC 150, REC 151; REC 204 or concurrent enrollment. Offered Spring - Odd Numbered Years.

REC 340 Cr.3  
Evaluation Methods and Practices  
This course is designed to familiarize the student with basic measurement and evaluation methods used in recreation and leisure service field. In addition, the course shows students how to interpret current and future research findings in leisure and recreation journals, use basic quantitative and qualitative survey methods, interpret findings from commonly used research and statistical methods, and form conclusions and recommendations from survey findings. Prerequisite: REC 150, REC 151; MTH 145; REC major/minor. Offered Fall, Winter, Spring, Summer.

REC 345 Cr.3  
Ecotourism  
Students will examine theories, policies and practices specific to nature-based tourism. We will consider both the tourist and host community perspectives as we explore opportunities and constraints related to ecotourism development including social, environmental and economic outcomes. Offered Spring - Odd Numbered Years.

REC 351 Cr.3  
Civic Engagement in the Recreation Profession  
Recreation professionals need to be leaders in their communities and advocate for quality recreation and leisure. This course 1.) explores the recreation profession’s role in civic engagement and 2.) identifies ways that the general citizenry can be brought into public discussion on issues about recreation programs and facilities. Prerequisite: junior standing; REC major. Offered Fall, Spring.

REC 375 Cr.1-3  
Workshop in Recreation Management  
This is a group study of various recreation, leisure, or tourism topics. University professors and/or visiting lecturers will conduct the workshops. Repeatable for credit under different subtitles. Repeatable for credit - maximum 6. May require field trip. Prerequisite: REC or RTH major/minor. No student may earn more than six credits in REC 375, RTH 490, REC 491, and RTH 491. Offered Occasionally.

REC 390 Cr.3  
Principles of Management in Recreation  
Study of theories and techniques in leadership, group dynamics, and personnel management as they relate to programming and staff supervision in recreation agencies. Emphasis on personnel management techniques, including job analysis, recruitment, selection training, motivation, career development, and evaluation of paid staff and volunteers. Course includes issues common to full-time entry-level professional positions in recreation. Prerequisite: REC 150 or concurrent enrollment; REC 151 or concurrent enrollment; junior standing; REC major/minor. Offered Fall, Spring.

REC 400/500 Cr.3  
Planning for Park and Recreation Facilities  
Designed to equip the student with the basic knowledge necessary to understand and implement the planning process in the development of park and recreation facilities. This course is also designed to familiarize the student with federal, state and local statutes, and other related documents (U.S. Census, Wisconsin Administrative Codes, county and municipal ordinances). Prerequisite: REC 301 or RTH 456; REC major/minor. Offered Fall, Spring.

REC 402/502 Cr.3  
Risk Management in Leisure Service Organizations  
This course will identify the primary components of risk management and deals with the legal aspects of tort liability and contracts in leisure service organizations. It is designed to equip students with the basic knowledge necessary to understand and manage legal risks associated with leisure service organizations. Prerequisite: REC 390 or concurrent enrollment; REC major/minor. Offered Fall, Spring.

REC 404/504 Cr.3  
Budgeting in the Recreation Enterprise  
Emphasis is placed on budget development, implementation and management decision-making within the recreation and park enterprise. This course introduces students to various contextual operational budgets within governmental and non-profit enterprises. Prerequisite: ACC 221; ECO 110; REC 390 or concurrent enrollment; REC major/minor. Offered Fall.

REC 405 Cr.3  
Sustainable Tourism Development  
This course will examine sustainable theories, policies, and practices in tourism. Students will learn about tourism planning and development from a sustainable tourism perspective. Prerequisite: REC 320 or concurrent enrollment. Offered Spring - Even Numbered Years.

REC 415 Cr.3  
Camp Administration  
This course provides an overview of the history of the camping movement and its evolution over time. In addition, the course will provide foundational knowledge necessary to successfully operate a summer camp including day-to-day operations, staffing, camp counseling, and camp program activities. Prerequisite: REC 150, REC 151. Offered Spring - Even Numbered Years.

REC 420/520 Cr.3  
Revenue Management in Recreation Enterprises  
This course covers prices and pricing from both managerial and behavioral perspectives in recreation, parks, and tourism settings. While the managerial aspects of pricing include pricing policy/strategy and revenue management (defined as selling perishable service products to the right customer at the right time for the right price), the behavioral aspects include psychology of pricing, price fairness, price perceptions, and willingness-to-pay for non-market goods. Prerequisite: ACC 221; junior standing. Offered Fall.

REC 445 Cr.3  
Meetings, Conventions, and Event Planning  
This course will advance students' understanding of the event management profession. The course is intended to expose students to planning and management aspects in the areas of meetings, conventions, and other special events, while gaining an understanding of how special events impact tourism. Students will learn the professional skills necessary to plan, manage, and evaluate the success of a meeting, convention, or large-scale special event. Prerequisite: REC 301 or RTH 456. Offered Fall.
REC 449 Cr.1

Internship/Professional Preparation
In-depth coverage of the requirements for REC 450 internship and preparation of students for a smooth transition to the recreation management profession. Prerequisite: REC major; senior standing; completion of a minimum of two 50 hour experiences in recreation or parks, a minimum GPA of 2.50; and completion or concurrent enrollment in all remaining 300 and 400 level REC required courses except for REC 450. Offered Fall, Spring.

REC 450 Cr.12-16

Internship
Internship with a university approved recreation business or agency. An on-site practitioner and university faculty supervisor closely supervise the student’s progress. The student experiences a smooth transition from university academics to the recreation management profession. Approved sites include public sector (e.g., parks and recreation agencies, public schools and universities); non-profit/private sector (e.g., voluntary and youth agencies, church organizations); and for-profit sector (e.g., fitness/sport centers, hospitality, tourism, and retail businesses). Prerequisite: REC 449; REC major; senior standing; 2.50 cum UWL GPA or 3.00 for placement outside of 250-mile radius; all required REC courses completed. Offered Fall, Spring, Summer.

REC 481/581 Cr.1-3

Outdoor Pursuits
This course provides skill development and leadership techniques in outdoor recreation activities commonly associated with wilderness and roadless areas. Emphasis on backcountry ethics and safety will be stressed. A field trip will be required. Examples: backpacking, canoeing, bicycling, rock climbing, fishing, camping, and/or cross country skiing. Repeatable for credit - maximum six. Prerequisite: junior standing. Offered Occasionally.

REC 491/591 Cr.1-3

Workshops in Recreation and Parks
Group study of varying recreation and parks topics. University professors as well as visiting lecturers will be invited to address the students and conduct specialized phases of the workshops. Repeatable for credit under different topics. Prerequisite: junior standing; REC or RTH major/minor. No student may earn more than six credits in REC 375, RTH 490, REC 491, and RTH 491. Offered Occasionally.

REC 495 Cr.1-3

Independent Study in Recreation
Individualized study of areas not available in existing courses. Repeatable for credit - maximum six. Prerequisite: junior standing; REC or RTH major/minor. Consent of instructor. Offered Fall, Spring.

REC 497 Cr.1-3

Special Projects in Recreation Management
Individualized study of areas not available in existing courses or independent study. Program Project: planning, implementation and evaluation of a project. These projects will be completed under the supervision and direction of a staff member with permission from the student's advisor within the department. Examples include Camp Placement Day, Riverfest, and Oktoberfest events. Repeatable for credit - maximum six. Prerequisite: RTH 493; junior standing; REC or RTH major/minor. Consent of student’s advisor. Consent of department. Offered Fall, Spring.

REC 499 Cr.1-3

Seminar in Recreation
Intensive study of some specific area of interest in recreation. Repeatable for credit - maximum 3. Prerequisite: minimum 2.75 GPA; senior standing; REC or RTH major/minor. Offered Occasionally.

Russian (RUS) - Courses

Courses

RUS 101 Cr.4

Elementary Russian I
The first of two introductory courses in Russian. The five language skills: listening, speaking, writing, reading and culture are introduced. Offered Fall - Even Numbered Years.

RUS 102 Cr.4

Elementary Russian II
The second introductory course in Russian comprehensiveness, speaking, writing, reading and culture. Prerequisite: RUS 101 or placement. Offered Spring.

RUS 201 Cr.4

Intermediate Russian I
The first of two intermediate-level Russian courses. Students continue to develop all language skills with special emphasis placed on refining speaking and listening comprehension. Prerequisite: RUS 102 or placement. Offered Fall - Even Numbered Years.

RUS 202 Cr.4

Intermediate Russian II
The second of two intermediate-level Russian courses. Students continue to develop all language skills with special emphasis placed on refining reading and writing in Russian. Prerequisite: RUS 201 or placement. Offered Spring.

RUS 305 Cr.3

Golden Age Russian Literature and Culture
A course designed to introduce students to the great Russian writers of the 19th century, a period referred to as the Golden Age of Russian literature. Literary works will be discussed in their social, cultural, and historical context. The course will center on works by such writers as Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Taught in English. Offered Spring - Even Numbered Years.

RUS 398 Cr.1-3

Directed Studies
Individual reading and investigations in advanced Russian study. Course materials will vary according to the needs and interests of students. Repeatable for credit - maximum six. Prerequisite: RUS 202 or equivalent. Offered Occasionally.

School Health Education (SHE) - Courses
Courses

SHE 210 Cr.4
Introduction to Coordinated School Health Programs
This course gives an introduction to coordinated school health programs and the roles teachers play in encouraging healthy practices in the school age population. Skills in identifying health problems, developing an environment conducive to learning and developing health curriculum and instruction to encourage healthy lifestyles are developed. Students will be introduced to National and State Health Standards and national and state models of comprehensive/coordinated school programs. Also included in the course will be the Level I clinical experience in schools. This introductory field experience is designed to help the student identify the role of the school and its staff through observation and participation. It also allows school health education majors to consider the appropriateness of their chosen major in the education framework. Offered Occasionally.

SHE 252 Cr.2
Introductory Content in Health Education
Disease and intentional and unintentional injury prevention content essential for inclusion in a comprehensive school health curriculum is the course focus. Pre-service teachers will consider effective teaching strategies, resources that support the development and delivery of objectives in these areas, and determine the match to the Wisconsin Academic Standards for Health Education. Prerequisite: HPR 105. Offered Occasionally.

SHE 310 Cr.4
Introduction to Curricular Processes & Instructional Techniques
Beginning concepts in comprehensive school health education curriculum development and instructional techniques are the core of this course. Skills for delivery of effective health instruction are practiced including assessment, planning, implementation, and reflection. This course also includes an introductory field experience that is designed to help the teacher candidates identify the title of the school and its staff through observation and participation. Lect 3, Lab 1. Prerequisite: HED 205; admission to teacher education. Offered Fall, Spring.

SHE 312 Cr.1
Level II Clinical in School Health Education
This clinical experience provides health education majors/minors an increased understanding of how two components, pupil services and healthy school environment, function within the Wisconsin Framework for Comprehensive School Health Programs. Specific attention is given to children and youth who are vulnerable to social, emotional and physical challenges and/or who have an impairment that requires special education. Prerequisite: HED 205; SHE 210. Pass/Fail grading. Offered Fall, Spring.

SHE 402 Cr.1
Level III Clinical in School Health Education
Designed to focus upon the development of the technical elements of curriculum, instructional systems, interaction-motivation, and management styles. Course activities include development of a philosophical base for teaching elements, observation, participation and performance of a variety of teaching behaviors within the teaching elements. Students will analyze their own teaching performance through simulation, guided practice and other teacher-directed evaluation. Prerequisite: admission to teacher education. Pass/Fail grading. Offered Fall, Spring.

SHE 407/507 Cr.3
Health Education in the Elementary School
Introduction of the school health program for the elementary education major and physical education major. Consideration is given to school health services and healthy school living, with a further emphasis on health instruction and health content for the elementary school. Prerequisite: admission to teacher education; junior standing. Offered Occasionally.

SHE 410/510 Cr.6
Application of Curriculum Processes & Instructional Techniques
This senior level experience provides an opportunity to apply the knowledge, skills, and dispositions of the Interstate Teacher Assessment and Support Consortium Standards (InTASC). The primary focus is on a teacher candidate’s growth and development in the InTASC standards. The traditional field experience or participation in a Professional Development School experience will address how the InTASC standards impact teaching and learning. Further analysis of method selection and instructional strategy development is included from a practical as well as philosophical point of view. Lect 4, Lab 2. Prerequisite: SHE 310 or admitted to Elementary-Middle Level Education Program; must be taken last semester prior to student teaching and concurrently with SHE 415; admission to teacher education; junior standing. Offered Fall, Spring.

SHE 415/515 Cr.3
School Leadership for Health Educators
This course will develop teacher candidates’ leadership skills in school health programming. An overview will be included on the following topics: group dynamics, leadership theories and styles, resources and grants, curriculum assessment and analysis, administration and coordination of health curriculum, and professional skills. Prerequisite: SHE 310; must be taken concurrently with SHE 410; admission to teacher education; junior standing. Offered Fall, Spring.

SHE 416/516 Cr.1
Developing Comprehensive School Health Programs
Procedures for comprehensive health education curriculum development - from philosophy through identifying sources, to developing objectives - will be considered in discussion and group interaction. Final projects will include the writing of a partial curriculum. Not applicable for credit in school health education major or minor. Prerequisite: junior standing. Offered Occasionally.

SHE 458/558 Cr.1-2
Imagery Techniques for Health Promotional Skill Development
This course examines the concepts and theories of autogenic training and mental imagery as applied to maximizing inner potentials for performance excellence. The first credit focuses on the learning and experiencing of the developmental phases of relaxation training, mental practice, concentration, confidence building through positive affirmation, and maintaining personal rhythm. The second credit focuses on developing the competencies necessary to develop and implement a mental practice program for those in pursuit of excellence. Prerequisite: junior standing. Offered Occasionally.

SHE 460/560 Cr.1-2
Health Promotion and Preference
This course is designed to enable participants to understand and apply Jungian concepts as one approach to health promotion. The Myers-Briggs Type Indicator (MBTI) is used as a springboard for creating awareness and understanding for the application of typology to health promotion. The focus of the course is experiential in nature and the goal is to gain a better understanding of self and others in relation to health promotion issues (i.e., stress management, heart disease, relationships, and team building). Prerequisite: junior standing. Offered Occasionally.
CHE/SHE 475/575 Cr.1-3
**Workshop in Health Education**
Group study of varying health education topics, community agencies, and educational institutions. Repeatable for credit under different topics - maximum six credits combined CHE/SHE. (Cross-listed with CHE/SHE.) Departmental option for pass/fail or letter grade. Prerequisite: junior standing. Consent of instructor. Offered Occasionally.

SHE 492 Cr.1
**Student Teaching/Intern Seminar**
Through this course for student teachers/interns, university coursework is correlated with successful teaching practices in the schools. Students build on their knowledge base, reflect on their teaching, and analyze school culture with their peers. Each seminar aligns with the InTASC Model Core Teaching Standards based on the needs of the student teachers/interns. Prerequisite: to be taken concurrently with SHE 494 or SHE 495. Pass/Fail grading. Offered Fall, Spring.

SHE 494 Cr.3-15
**Student Teaching: Early Childhood-Adolescence**
Student teaching is a full day, full school semester, professional experience in selected elementary and secondary schools with qualified, approved cooperating teachers. Orientation, seminars and classroom projects required. May be repeated for credit in a subsequent semester for each additional licensure. Prerequisite: completion of all requirements in education, including special methods courses; recommendation by the appropriate education program faculty; 2.75 cumulative GPA and a 2.75 GPA in the major, minor, concentration. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

SHE 495 Cr.3-15
**Teaching Internship**
Teaching internship is a full day, full school semester, professional experience in selected elementary and secondary schools with qualified, approved cooperating teachers. Orientation, seminars and classroom projects required. Requires selection for Wisconsin Internship Program placement and a state intern license. Prerequisite: completion of requirements in education, including special methods courses; recommendation by the appropriate education program faculty; 3.00 cumulative GPA and a 3.00 GPA in the major, minor, concentration and professional course work; Praxis II. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

**Science and Health (SAH) - Courses**
+ next to a course number indicates a general education course

**Courses**
SAH 160 Cr.1
**Keys to Success for the Science Major**
Students in this course will explore the role of science in society as well as in their personal lives. The course will provide an orientation to the study of science, math, and computer science including academic, internship, and research opportunities that are available at UW-L. Students will also learn about careers in these areas and how to become viable candidates for employment, graduate school, or professional school. Eleven-week course. Prerequisite: one semester of college course work, and freshman or sophomore standing. Offered Spring.

SAH 307 Cr.3
**Changing the Culture, Women in Science**
This course will focus on the relationship between science and culture, specifically with regard to women. A comprehensive approach will be taken to explore both women’s roles in science and women as objects of scientific investigation. Issues that will be addressed include cultural and historical attitudes toward women in science, cultural and historical barriers fought against and overcome by women, and contributions of women to multiple scientific disciplines. Women as objects of psychological and physiological investigation will be explored, and knowledge will be applied to an assessment of how cultural and gender biases have impacted women’s health and lives. Prerequisite: junior standing. Offered Spring.

**Sociology (SOC) - Courses**
+ next to a course number indicates a general education course

**Courses**
SOC/WGS 105 Cr.3
**Introduction to LGBT Studies**
This course will examine the cultural, legal, and political dimensions of LGBT life in the U.S. It will begin by exploring the social invention of heterosexuality and how personal and institutional interpretations of sexuality have historically informed the lives of LGBT people. The course also addresses class, racial and gender biases that especially confront queer communities of color in the U.S. Finally, the course looks at continued instances of hate crimes and homophobia against the backdrop of rights-based activism and the role that art and politics play in this interplay. (Cross-listed with SOC/WGS; may only earn credit in one department.) Offered Alternate Years.

SOC 110 Cr.3
**Introduction to Sociology**
An analysis of the complex relationship between society, the individual and the physical environment. It examines such questions as: how social patterns develop and persist over time; how the individual is shaped by social, cultural and environmental factors; why societies are constantly changing; and how individuals, through social interaction, shape their social world. Cross-cultural comparisons will be emphasized, showing how society and the physical environment affect the life choices of individuals. Offered Annually.

SOC 120 Cr.3
**Social Problems**
Social analysis, critical thinking, and problem solving are introduced as basic social science skills. These skills are applied to major contemporary social problems related to deviant behavior, social inequality, social change, and problems associated with major societal institutions. A variety of individual and collective responses and social policy strategies at local, national, and international levels are examined. Offered Fall, Spring.
SOC 200 Cr.3
**Foundations of Sociological Analysis**
Designed for sociology majors, this course focuses on: (1) learning to think sociologically, including deeper comprehension of core sociological perspectives and concepts; (2) understanding the scientific methods in sociology; (3) the formulation of sociological research questions; (4) the resources and skills needed to effectively write a critical literature review; and (5) professionalization including how to build a curriculum vitae/resume, careers in sociology, presenting at professional conferences, and applying to graduate school. Sociology majors should take this course as soon as possible after completing SOC 110, as the skills taught in this course will benefit students in their upper division sociology courses. Prerequisite: SOC 110; sociology major. Offered Annually.

+SOC 202 Cr.3
**Contemporary Global Issues**
This course will offer a contemporary multi-disciplinary perspective regarding the major issues and trends confronting the Global Society as it enters the 21st century. Emphasis will be given to a critical review and assessment of the origin and present condition of the plethora of situations and problems affecting modern Global Society. The student will also learn to critically evaluate current and future events. The course will incorporate the views and approaches of the following disciplines: anthropology, economics, geography, history, political science, and sociology. Students may only earn credit in one of the following: ANT 202, ECO 202, GEO 202, HIS 202, POL 202, SOC 202. (Cross-listed with ANT/ECO/GEO/HIS/POL/SOC 202; may only earn credit in one department.) Offered Annually.

SOC 212 Cr.3
**Marriage and Family**
The major focus of this course is on understanding the contemporary institutions of marriage and family, and the changes that these institutions have experienced. The influences that gender, race/ethnicity, sexuality, socioeconomic class and age have on marriage and family experiences will be included in the investigation. Offered Spring.

SOC 216 Cr.3
**Society and Schools**
A social analysis and review of research on the school as a learning environment, a social organization and a societal institution. Specific topics include classroom interaction, school social climate, social inequalities in the schools, and selected educational controversies. Offered Occasionally.

+SOC 225 Cr.3
**Racial and Ethnic Minorities**
This course offers a critical examination of the social dynamics shaping race and ethnicity in the United States. Students will examine both historic and contemporary issues related to race and ethnicity including the social construction of race, sources of prejudice, institutional and individual-level discrimination, power relations and stratification, and strategies for addressing racial and ethnic inequality. Emphasis is placed on the use of empirical evidence to evaluate popular beliefs about race and ethnicity in the United States. Offered Annually.

SOC 240 Cr.3
**The Sociology of Sport and Leisure**
An investigation of the interrelationship between sports/leisure time activities and society's social structure; its institutions and culture. Special emphasis is on the role social structure plays in the formation of values and attitudes related to sports and leisure time activities. Offered Occasionally.

SOC 250 Cr.3
**Methods of Social Research I**
This course introduces students to principles and procedures for the quantitative measurement of social phenomena. It emphasizes interpretation and uses of quantitative techniques in sociological data analysis. The primary goal is to provide students with skills and practical application of techniques used to understand how sociologists measure, evaluate and use individual and social indicators such as socioeconomic status, residential segregation, and crime statistics. The department strongly encourages students to take SOC 200 and SOC 250 concurrently. Prerequisite: SOC 110; sociology major. Offered Annually.

+SOC 261 Cr.3
**Technology in Society**
This course critically examines the relationship between technology and society. The course explores the social, cultural, and historical forces that shape the development of technology and its applications over time as well as the recursive effects of technology on society and culture. The course will cover how technology interacts with globalization, the environment, population health, social interaction, and warfare. Offered Fall.

SOC 303 Cr.3
**Generations and Age in the Social World**
This course focuses on the many ways that society and age interrelate, and emphasizes gerontology. It examines sociological perspectives on the life course, particularly how historical context, timing, linked lives, and agency shape socialization and life chances, from youth to old age, through birth cohorts (e.g., Millennials; Baby Boomers). Specific social factors we will examine include: the social meanings of age; socialization into an age group; age discrimination and stereotypes; media representations of age; macro-level demographic changes; and social issues, policies, and controversies relevant to age. Prerequisite: SOC 110 or SOC 120 or SOC 202 or PSY 100 or ANT 101. Offered Alternate Years.

SOC 310 Cr.3
**Social Stratification**
The nature, study, theories and types of social stratification systems are examined along with the forces contributing to their maintenance and disruption. Prerequisite: SOC 110 or SOC 120 or SOC 200 or ANT 101. Offered Alternate Years.

SOC 311 Cr.3
**Rural and Urban Communities**
Basic sociological concepts and principles are applied to understand social life within rural and urban communities. Focus will be on the political economy, the culture, and social problems of people as they live in different types of communities. Prerequisite: SOC 110 or SOC 120. Offered Every Third Semester.

SOC 313 Cr.3
**Law and Society**
This course examines the law as a social construction. This involves exploring the notion that the civil and criminal law, deviance and criminal behavior, and various actors in the legal and criminal justice arenas are not to be taken for granted as natural, inevitable, and objective but rather, as rooted in social and political forces. Thus, this course explores the historical development of the law, social change, inequalities in the application of the law, why we obey or fail to obey the law, and heavily debated contemporary US laws. Prerequisite: SOC 110 or SOC 120 or ANT 101. Offered Annually.
SOC 315 Cr.3

Religion and Society
Explores the social and cultural context in which religion functions; the effects of religion upon behavior and attitudes; the social organization of denominations, sects, cults and movements; the relationships between religion and other social institutions; religion and social inequality; social change and the future of religion. Special attention is given to world religions and ethical and public policy issues concerning religion, society, and the individual. Prerequisite: SOC 110 or SOC 120 or SOC 200 or ANT 101. Offered Alternate Years.

SOC/WGS 316 Cr.3

Gender, Sexuality, and Social Change in Religion
This course examines the various gender roles, norms, mobility, restrictions and empowerment that people experience within religious traditions, for example: Christianity, Judaism, Islam, Hinduism and Buddhism. Global case studies and engaging narratives focused on the intersections of gender, sexuality, race, and religion will be considered. Special attention will be paid to feminist laypersons and religious leaders who are reformulating traditional understandings and practices, and in turn, negotiating their agency within secular and spiritual spaces. Prerequisite: WGS 100 or WGS 130 or SOC 110 or SOC 120. (Cross-listed with SOC/WGS; may only earn credit in one department.) Offered Occasionally.

SOC 317 Cr.3

Sociology of Media
This course will critically examine the relationship between media, culture and society. In this course, we examine the impact of media in society across multiple areas including the history and structure of media organizations, media economics, methods used in media research, the relationship between political power and the media, and the distinction between news and entertainment. We will give special attention to theoretical approaches used to examine media in each of these substantive areas. Multiple forms of media will be examined including printed presses, radio, television, electronic news, virtual and online communities, film and social networking platforms. Prerequisite: SOC 110 or SOC 120 or ANT 101. (Cross-listed with ERS/SOC; may only earn credit in one department.) Offered Occasionally.

SOC 318 Cr.3

Surveillance and Society
Surveillance is now a prominent feature in the contemporary, post-9/11 world. In this class we will explore the concept of surveillance, its development, and the various ways that surveillance exists within the social world. This will include an examination of how surveillance intersects with, and is used by, the government and law enforcement, corporations, institutions such as the economy and schools, and you. A major organizing question of the course is this: How is the practice of surveillance changing our social life and our notions of public and private spheres? Prerequisite: SOC 110 or SOC 120. Offered Spring - Odd Numbered Years.
SOC 325 Cr.3
Sociology of Mental Illness
An examination of mental health and illness, and mental health care systems in the U.S. and other industrialized and non-industrialized societies, including: the processes involved in identifying and recruiting patients into the mental health care system; a social analysis of psychotherapy, including talk therapies, medications, electro-convulsive treatment and psychosurgery; and social organization of mental hospitals and of community mental health centers; socio-legal issues related to mental illness; and a review and synthesis of social psychological and sociological theories relevant to understanding mental health and illness. Prerequisite: SOC 110 or SOC 120 or SOC 200 or ANT 101 or PSY 100. Offered Fall.

SOC 326 Cr.3
Sociopharmacology
The study of the social structural factors related to drug use with emphasis on change at the societal level in dealing with the drug problem. This course examines the current and historical patterns of drug use in society. The emphasis will be on understanding the sequence of initiation, use, and misuse of psychoactive drugs. This course will focus on the social problems and social policy aspects of drugs. Question addressed include: How does society choose which drugs to treat as social problems? What are the potential versus real life effects of current laws and policies intended to curb drug use? What are the treatment and prevention strategies used today? What kinds of programs are successful and why? Prerequisite: SOC 110 or SOC 120 or ANT 101. Offered Spring.

SOC 328 Cr.3
Environmental Sociology
This course provides a framework for understanding the relationship between human societies and their physical environment. This course will focus on how environmental sociologists explain the social origins of environmental degradation, how environmental harms are unequally distributed among different communities and nations, and the role of environmental movements in protecting the physical environment. Prerequisite: SOC 110 or SOC 120 or SOC 202 or ENV 201. Offered Spring.

SOC 330 Cr.3
Social Psychology
Social psychology from a sociological perspective. Primary attention is given to social behavior and communication patterns in terms of their genesis and change in the context of social groups and social relationships. Prerequisite: SOC 110 or SOC 120 or SOC 200 or ANT 101 or PSY 100. Students may only earn credit in SOC 330 or PSY 241. Offered Alternate Years.

SOC 334 Cr.3
Sociology of Small Groups
An introduction to the understanding and interpreting of human behavior in small groups. The focus of the course will be to provide students with some analytical tools to understand the social dynamics of small groups as well as the techniques for improving the interpersonal effectiveness of the student in small group situations. Prerequisite: SOC 110 or SOC 120 or SOC 200 or ANT 101. May only earn credit in SOC 334 or CST 365 or PSY 343. Offered Alternate Years.

SOC 335 Cr.3
Collective Behavior
A systematic study of social processes which emerge in unstructured social situations; principles of behavior as expressed in crowds, mobs, panics, fads, fashions, social movements, personal organization and behavior in unstructured social situations. Prerequisite: SOC 110 or SOC 120 or SOC 200 or ANT 101. Offered Alternate Years.

SOC/WGS 337 Cr.3
Globalization, Women, and Work
This course examines the global and often exploitative experiences of women, migrating from one part of the world to another for work. As women leave their countries of origin, many find themselves working as nannies, sex workers, house cleaners and modern-day slaves in sweatshops. These work environments often create vulnerability, discrimination, and abuse of women within the private and public institutions of their host countries. The course will also use in-depth personal narratives and a focus on grassroots social movements to witness how women resist workplace policies and domestic laws to campaign for their rights, despite cultural and political constraints. Prerequisite: WGS 100 or WGS 130 or EFN 205 or ERS 100. (Cross-listed with SOC/WGS; may only earn credit in one department.) Offered Alternate Years.

SOC 338 Cr.3
Sociological Aspects of Work and Life
This course will explore the sociological impact of work and life demands in contemporary American society. Special emphasis will be given to how gender, sexual orientation, social class, race and ethnicity, and family structure affect individuals' ability to balance the demands of work and life. Prerequisite: SOC 110 or SOC 120 or SOC 200 or ANT 101. Offered Occasionally.

ERS/SOC 342 Cr.3
Latino/a Experiences in the U.S.
This course offers a sociological analysis of the experiences of Latino/a populations in the United States. Topics covered include legal status and citizenship; push and pull factors of immigration; political participation and social movements; assimilation and acculturation; health concerns and educational outcomes; and identity formation around issues of social class, sex and gender, and race/ethnicity. Emphasis is placed on understanding the complexities of the Latino/a experience in the United States as well as mastering sociological concepts related to processes of immigration and assimilation. This course will be useful for students planning to enter human services where they are likely to interact with this population. Prerequisite: SOC 110 or SOC 120 or ANT 101. (Cross-listed with ERS/SOC, may only earn credit in one department.) Offered Alternate Years.

ERS/SOC 343 Cr.3
American Indian Contemporary Issues
This course is an interdisciplinary examination of American Indian contemporary experience in the United States. It will introduce students to some of the critical issues in American Indian studies by examining the place of American Indians within the American imagination, politics and society. The course concentrates on issues of tribal sovereignty, economics, social class and structure, and the difficulties of maintaining a tribal identity in the 21st century. Prerequisite: one of the following: EFN 205, ERS 100, ERS 253, HIS 310, SOC 225, or WGS 130. (Cross-listed with ERS/SOC; may only earn credit in one department.) Offered Fall.

SOC 350 Cr.3
Methods of Social Research II
An overview of the issues and methods involved in the process of scientific investigation of social phenomena. The limitations of, and ethical issues involved in, social research are examined. Data collection methods, both quantitative and qualitative, including surveys, observation, and secondary data analysis are investigated. Students propose and complete a research project, applying material learned in Sociological Research Methods I, including student application of various research techniques and computer-assisted data analysis. Prerequisite: SOC 200, SOC 250. Offered Fall, Spring.
ERS/SOC 363 Cr.3

**American Indians and the Environment**
This course introduces students to American Indian environmental issues. Topics include treaty-based hunting, fishing and gathering rights, air and water quality regulatory authority, environmental racism, toxic and nuclear waste disposal on Indian lands, mining and hydroelectric dams, sacred sites, and Indian vs. Western perceptions of the environment. Special attention will be given to current environmental controversies in Wisconsin Indian country. Prerequisite: one of the following: EFN 205; ERS 100, ERS 253; ERS/SOC 343; SOC 225, SOC 328. (Cross-listed with ERS/SOC; may only earn credit in one department.) Offered Occasionally.

SOC 369 Cr.3

**Sociology of Sexualities**
This course uses a sociological perspective to examine human sexuality. Although biological explanations are often used to understand sexuality, this course will focus on how sexual attitudes and behaviors are shaped by society. We will focus on the methodological and theoretical approaches that are used in sociological studies of sexuality. This will include a brief overview of historical perspectives on sexuality; as well as contemporary debates about sexual identity; sexual practices and behavior; and how sexuality relates to issues of power and politics, of morality and social control. Prerequisite: SOC 110 or SOC 120 or WGS 100 or ANT 101. Offered Alternate Years.

SOC 370 Cr.3

**Sociology of Gender**
Explores the social construction, variation and consequences of gender categories across time and space. Examines how gender identities are developed and how gender structures our experiences in education, work, families, the media and other institutions. Prerequisite: SOC 110 or SOC 120 or SOC 200 or ANT 101. Offered Alternate Years.

SOC/WGS 375 Cr.3

**Lesbian Studies**
Examines the social construction of sexual orientation and its meaning for women and women's equality. The course draws on a range of sources, including scientific research, history, literature, psychological theory, and popular culture. Prerequisite: WGS 100 or WGS 130 or EFN 205. (Cross-listed with SOC/WGS; may only earn credit in one department.) Offered Occasionally.

SOC 390 Cr.3

**Early Sociological Theory**
Critical survey of scholars who contributed to the rise of scientific sociology, focusing on the historical circumstances, the personalities and the ideas of the prominent early sociologists prior to the mid-twentieth century. Particular attention is given to August Comte, Herbert Spencer, Karl Marx, Emile Durkheim, Max Weber, George Herbert Mead, and C. Wright Mills. Prerequisite: SOC 200. Offered Annually.

SOC 395 Cr.3

**Contemporary Sociological Theory**
Modern sociological theories at the macro- and micro-levels are summarized, compared and applied. Macro-level theories include social evolution, general systems, functionalist, and social conflict theories. Micro-level theories include interaction, self, role, phenomenological, exchange, rational choice, and interaction ritual theories. The linkage of micro- and macro-level theory in sociology is addressed in network and organizational theories. Selected concepts and perspectives are applied in sociological practice projects. Prerequisite: SOC 200. Offered Spring.

SOC 399 Cr.3

**Special Topics in Sociology**
Investigation of areas and topics of current sociological interest not covered in the regular curriculum ranging from local to transnational issues. Repeatable for credit - maximum 12. Offered Occasionally.

SOC 401 Cr.3

**Sociology of Violence**
This course provides an interdisciplinary overview of the patterns and correlates of interpersonal and collective violence with an emphasis on social structural/sociological explanations of violent behavior. We will explore the characteristics, causes, and consequences of violence focusing primarily on the United States. In addition, the course will examine social policies and programs related to violence intervention and prevention. Examples of the types of violence examined are physical assault, intimate partner violence, homicide, sexual assault, terrorism, and genocide. Prerequisite: SOC 110 or SOC 120 or SOC 202; junior standing. Offered Alternate Years.

SOC 404 Cr.3

**Global Inequality**
This course explores explanations for inequality between countries. Macro-sociological theories and comparative methods are used to analyze cross-cultural and cross-national differences and similarities in basic institutions, including family, education, and political economy. The main course objective is that students develop an understanding of the consequences of living in a world of global inequality. Prerequisite: SOC 110 or SOC 120 or SOC 202 or ANT 101 or ANT 202. Offered Every Third Semester.

SOC 405 Cr.3

**Quantitative Social Research Seminar**
This course guides students through the completion of an independent quantitative sociological research project. Students conduct research on a topic related to their own interest within the field of sociology using standard quantitative methods such as survey research, evaluation research, or secondary data analysis. Each student formulates a sociologically relevant research hypothesis, designs the appropriate research methodology, reviews relevant theoretical and empirical literature, and gathers and analyzes data in a step-by-step process. The results of the research process are presented in a formal research paper. Prerequisite: SOC 350; SOC 390 or SOC 395. Offered Annually.

ECO/GEO/HIS/POL/PSY/SOC 408 Cr.4

**Teaching and Learning History & Social Studies in the Secondary School**
This course will be integrated with a field experience. In the context of a real classroom, teacher candidates will learn how to plan for and assess student learning in history and social sciences. With a focus on content knowledge, teacher candidates will plan a variety of meaningful learning experiences, assess student learning, and monitor and modify instruction to best support the individual learners in the classroom. The teacher candidate will design, enact, and assess activities that advance student understanding to more complex levels. Teacher candidates will gain experience in monitoring the obstacles and barriers that some students or groups of students face in school and learn how to design learning experiences to support all learners. Prerequisite: EDS 351. (Cross-listed with ECO/GEO/HIS/POL/PSY/SOC; may only earn credit in one department.) Offered Fall, Spring.

SOC 409 Cr.1-3

**Readings and Research in Sociology**
Directed readings or research under the supervision of an instructor. Repeatable for credit - maximum six. Prerequisite: junior standing. Consent of instructor. Offered Fall, Spring.

SOC 410 Cr.3

**Sociology Honors Project**
The development and completion of an honors research project under the supervision of a faculty member. Prerequisite: acceptance into the Sociology Honors Program. Consent of department. Offered Annually.
SOC 414 Cr.3
Policy and Society
This course offers a critical analysis of social policy development and impacts in the United States today. Students will apply sociological theories to explain how demographic changes, collective behavior and other social changes converged to allow specific social policies to be designed, proposed and implemented. Students will also examine the impacts of such policies on the various social groups directly and indirectly affected and compare policies in the U.S. to similar policies in other countries. Social policies such as welfare reform, Social Security and federal agricultural policies are among the topics prospectively covered in this course. Prerequisite: SOC 110 or SOC 120 or ANT 101 or ANT/SOC 202; junior standing recommended. Offered Every Third Semester.

SOC 416 Cr.3
Qualitative Explorations
This course is designed to familiarize students with the major techniques of qualitative data collection and analysis used by sociologists and other social scientists. These include feminist methods, participant observation, in-depth interviewing, biographical methods, content analysis, archival research, and a variety of nonreactive techniques. This course will also address the links among theory, data, and methods and provide an appreciation for the qualitative tradition in social sciences. Students will learn how to conduct field research. The course will follow a seminar format emphasizing reading, group discussion, in- and out-of class exercises, oral presentations, original research and writing. Prerequisite: SOC 350; SOC 390 or SOC 395. Offered Annually.

SOC 420 Cr.3
Health Care and Illness
This course introduces students to the social, political, and economic context of health and illness in society. The course is divided into four parts. First, we focus on social factors of illness, with a particular focus on the role of inequality in shaping health risks. We will discuss how we measure and quantify mortality and morbidity and the effect of social context. In the second part of the semester we focus on the meaning and experience of illness, with a particular focus on how different kinds of social deviance become categorized as medical, criminal, or personal issues in different societies and at different times. Next the course will focus on health systems and technologies, especially the political and economic configurations of health care provision in different countries. Finally, the course will consider the role of health professionals and issues of bioethics, with a focus on reproductive health and the AIDS epidemic as case studies. Prerequisite: SOC 110 or SOC 120 or ANT 101. Offered Fall.

PSY/SOC 422 Cr.3
Death, Grief, and Bereavement
A study of the interaction of individuals and families coping with dying and death in various social settings including hospitals, care facilities, and hospices. Topics include psychosocial aspects of grief and mourning, sociological dimensions of bereavement, and various rituals of funeralization in the U.S. and other societies. Special attention is given to case studies and medical/ethical decision-making at the end of life, as well as other aspects of the social organization of death, dying, and bereavement. Prerequisite: PSY 100 or SOC 110 or SOC 120 or ANT 101; junior standing. (Cross-listed with PSY/SOC; may only earn credit in one department.) Offered Annually.

SOC 429 Cr.3
Sociology of Deviance
This course provides an overview of the sociological study of deviance. Various definitions of deviance are examined within the context of individuals, behaviors, and groups who are considered deviants as well as those who apply the deviant labels. The course explores a variety of theoretical perspectives of deviance and social construction of deviance, the enforcement of social norms, and the social control systems that are established to respond to deviance. A variety of forms of deviance are covered, including: mental illness, drug and alcohol use, sexual deviance, and suicide. Prerequisite: SOC 110 or SOC 120 or ANT 101. Offered Spring.

SOC 450 Cr.3-15
Internship in Sociology
An academically relevant field experience for majors and minors in sociology. The field experience will be supervised by the sociology staff. No more than six credits may be applied to a major in sociology and no more than three credits toward sociology minor. Repeatable for credit - maximum 15. Prerequisite: SOC 110; junior standing; cumulative GPA of at least 2.50. Consent of instructor. Pass/Fail grading. Offered Annually.

SOC 451 Cr.3
Internship in Criminal Justice
An academically relevant field experience for minors in criminal justice. Prerequisite: SOC 324; junior standing; criminal justice minor. Pass/Fail grading. Offered Annually.

SOC 485 Cr.1-2
Research Apprenticeship in Sociology
The student will assist a faculty member in any phase of the research process including literature searches, research design, data gathering and data analysis. Repeatable for credit - maximum four. Prerequisite: SOC 200, SOC 250. Consent of Instructor. Pass/Fail grading. Offered Fall, Spring.

SOC 486 Cr.1-2
Teaching Apprenticeship in Sociology
This course provides preparation and experience in a variety of instructional practices, strategies, and techniques. Students study theory and research on teaching and practice teaching skills under the guidance of faculty members. Repeatable for credit - maximum four. Prerequisite: SOC 200, SOC 250; junior standing; minimum 3.25 GPA. Consent of instructor. Pass/Fail grading. Offered Fall, Spring.

SOC 499 Cr.3
Seminar in Sociology
Intensive study of some specific area or problem of sociology. Repeatable for credit - maximum six. Prerequisite: SOC 350 or SOC 390 or SOC 395. Consent of instructor. Offered Occasionally.

Spanish (SPA) - Courses

Spanish (SPA) - Courses

+ next to a course number indicates a general education course

Courses

SPA 101 Cr.4
Elementary Spanish I
The first of two introductory courses in Spanish. The five language skills are introduced: listening, speaking, writing, reading and culture. (Not open to students with more than two years of high school Spanish.) Offered Summer.
SPA 102 Cr. 4
Elementary Spanish II
The second introductory course in Spanish comprehension, speaking, writing, reading, and culture. Prerequisite: SPA 101 or placement based on UW System Spanish Placement Test score. Offered Fall, Spring.

SPA 103 Cr. 4
Elementary Spanish I and II
This is an introductory course that covers in one semester the essential content of first-year Spanish. It is designed for students with two or more years of high school Spanish or with previous experience learning a foreign language. Special emphasis is placed on facilitating the development of oral communication. Prerequisites: a minimum of two years of high school foreign language and departmental placement. Not open to students who have taken SPA 101 or SPA 102. Offered Fall, Spring.

SPA 201 Cr. 4
Intermediate Spanish I
The first of two intermediate-level Spanish courses. Students continue to develop all language skills with special emphasis placed on refining speaking and listening comprehension. Prerequisite: SPA 102 or placement based on UW System Placement Test scores. Offered Fall, Spring.

SPA 202 Cr. 4
Intermediate Spanish II
The second of two intermediate-level Spanish courses. Students continue to develop all language skills with special emphasis placed on refining reading and writing in Spanish. Prerequisite: SPA 201 or placement based on UW System Placement Test scores. Offered Fall, Spring.

SPA 300 Cr. 4
Oral Proficiency Through Grammar Review
This is a Spanish language course for intermediate-level learners who have completed SPA 202 or equivalent. Its aim is to help students continue to develop communicative competence. Although students will practice reading and writing, emphasis will be placed on speaking and grammar review. The target level for student proficiency is Intermediate-High/Advanced Low on the ACTFL scale. Prerequisite: SPA 202 or equivalent, or appropriate departmental placement. Offered Fall, Spring.

SPA 303 Cr. 4
Integrated Skills Development I
Development of Spanish proficiency in speaking, reading, writing and listening with emphasis on reading and writing. Students will advance their cultural knowledge by working with a variety of texts. Lect. 3, Lab. 2. Offered Fall, Spring.

SPA 304 Cr. 4
Integrated Skills Development II
Development of Spanish proficiency in speaking, reading, writing and listening with emphasis on listening and speaking. Students will advance their cultural knowledge by working with a variety of texts. Lect. 3, Lab. 2. Prerequisite: SPA 202. Offered Fall, Spring.

SPA 305 Cr. 3
Introduction to Hispanic Literature
An introductory literature course designed both for students desiring to develop an appreciation of Hispanic literature and those planning to pursue more advanced courses requiring a critical background. The course may include works from the following genres: narrative, poetry, drama and essay. Prerequisite: SPA 300 or (SPA 303 and SPA 304). Offered Fall, Spring.

SPA 306 Cr. 3
Spanish for the Health Professions
A course designed to help students develop the skills necessary to work in the healthcare professions. Students will learn essential vocabulary; gain an understanding of cultural differences; engage in role plays and interviews that will help them develop communication skills; write reports and summaries centered around medical issues, and practice translating and interpreting. Prerequisite: SPA 300 or (SPA 303 and SPA 304). Offered Spring.

SPA 308 Cr. 3
Cultures and Civilizations of the Spanish Speaking World
A study of Spanish-speaking cultures and civilizations using a topical, thematic-based curriculum and following a research- and standards-based approach to the pedagogy of culture. A main focus of the course is the development of intercultural competence with the goal of helping students to achieve a greater level of critical awareness of their own culture and those of the Spanish-speaking world. Prerequisite: SPA 300 or (SPA 303 and SPA 304). Offered Annually.

SPA 315 Cr. 3
Business Spanish
This course prepares students to interact in Spanish in the business world. Students acquire the vocabulary and cross-cultural understanding needed to engage in commercial transactions and negotiations. Prerequisite: SPA 300. Offered Annually.

SPA 320 Cr. 3
Spanish Civilization
A study of the civilization of Spain, from pre-historic times to the present; this includes such topics as political developments, geography, literature, art, music, and the current situation. Prerequisite: SPA 300 or (SPA 303 and SPA 304). Offered Fall, Spring.

SPA 321 Cr. 3
Spanish American Civilization
A study of the political, social, intellectual, artistic and literary development of Spanish America. Prerequisite: SPA 300 or (SPA 303 and SPA 304). Offered Fall, Spring.

SPA 326 Cr. 1
Current Events
A weekly discussion of current events in the Spanish-speaking world, based on readings, web-based news sources and television broadcasts in the target language. Students may take as many times as desired, but only three credits will count towards major/minor. Prerequisite: SPA 300 or (SPA 303 and SPA 304). Offered Fall, Spring.

SPA 327 Cr. 1
Grammar Review
Students will study the major features of Spanish grammar at the intermediate level. The course is designed to provide a comprehensive review of the following major grammar features of Spanish: verb forms and tenses; pronouns; prepositions; formation and use of the subjunctive in noun, adjective and adverbial clauses; use of preterit and imperfect past tenses; contrastive uses of ser, estar and haber, and passive voices. Prerequisite: SPA 300 or (SPA 303 and SPA 304). Offered Fall, Spring.

SPA 328 Cr. 1
Reading for Language Proficiency
A course designed to help students improve their reading skills, thus facilitating their entry into the upper level Spanish courses. Students will read and discuss a short novel in Spanish while learning reading strategies and building their vocabulary. Prerequisite: SPA 300 or (SPA 303 and SPA 304). Offered Fall, Spring.
SPA 300 Cr.3

**Introduction to Hispanic Literature**
A course designed to allow flexibility in the study of current topics of interest in Spanish or Latin American literature. Prerequisite: SPA 300 or equivalent. Offered Occasionally.

SPA 410 Cr.3

**Advanced Conversation**
Oral work based on Spanish life, culture, and literature. Prerequisite: SPA 300 or (SPA 303 and SPA 304). Offered Occasionally.

SPA 420 Cr.3

**Latin American Literature I**
A course designed to study the main literary works of Latin America from pre-Colombian times through the 19th century. Prerequisite: SPA 300 or (SPA 303 and SPA 304); SPA 305. Offered Occasionally.

SPA 421 Cr.3

**Latin American Literature II**
A course designed to explore new trends and themes in the writings of contemporary Spanish American authors. Prerequisite: SPA 300 or (SPA 303 and SPA 304); SPA 305. Offered Occasionally.

SPA 425 Cr.3

**Latino Literature of the United States**
Backgrounds, literary influence and major works of an emerging new literature of the United States, written by Hispanic minorities. Works are read in the original language or in translation. Prerequisite: SPA 300 or (SPA 303 and SPA 304); SPA 305. Offered Occasionally.

SPA 427/527 Cr.1

**Spanish Grammar for Teachers**
A review of selected essential concepts of Spanish grammar with a focus on developing effective strategies for teaching them to beginning Spanish students. Prerequisites: SPA 300 or (SPA 303 and SPA 304); one additional 300-level course in Spanish; junior standing. Offered Spring.

SPA 440 Cr.3

**The Spanish Novel**
A study of the Spanish novel. Masterpieces from the picaresque to the contemporary novel will be read. Prerequisite: SPA 300 or (SPA 303 and SPA 304); SPA 305. Offered Occasionally.

SPA 441 Cr.3

**The Spanish Theater**
A study of Spanish drama. Works to be read will be chosen from masterpieces from the Renaissance and Baroque periods to the modern theatre. Prerequisite: SPA 300 or (SPA 303 and SPA 304); SPA 305. Offered Occasionally.

SPA 450 Cr.1-4

**National/International Intern Program**
A course in Spanish individually tailored to fit career needs: cultural awareness, technical vocabulary in Spanish to prepare students who elect internship credits in other departments. Spanish majors or minors, or other students having the equivalency of SPA 202 may elect to take these credits off campus. Repeatable for credit - maximum four. Offered Occasionally.

SPA 460 Cr.3

**Introduction to Hispanic Linguistics**
The course is designed as an introduction to the field of Hispanic Linguistics. It surveys the different levels of language analysis. In other words, we survey the study of words and their meaning, the structure of sentence and their use in context for communication, the study of sounds and their place in proper communication, among other language-function-related topics. Prerequisite: SPA 305 or SPA 331. Offered Annually.

SPA 470 Cr.3

**Introduction to Spanish Translation**
An introduction to the theoretical and technical aspects of translation from English to Spanish and Spanish to English with special attention paid to methods, techniques, research, documentation, and problems involved in written translation. It is also designed as a course aimed at improving language skills for intermediate-high and advanced students of Spanish through the use of translation as research mechanism, a means for critical analysis, and as a skill-building tool. Emphasis is on written discourse culled from journals, newspapers, and commercial texts, with some consideration of specialized material from the fields of business, literature, technology, and the social sciences. Prerequisite: SPA 300 or (SPA 303 and SPA 304); SPA 330. Offered Fall - Odd Numbered Years.

SPA 471 Cr.3

**Introduction to Principles of Spanish Interpreting**
This course consists of an introduction to the theoretical and technical aspects of oral interpretation from English to Spanish and Spanish to English, with special attention paid to methods, cognitive models, theory, techniques, and problems associated with ethics and procedure. It is also designed as a course aimed at improving language skills for intermediate-high and advanced students of Spanish through the use of interpreting for critical discourse analysis. Emphasis is on the state of the profession in the community interpreting fields of medical and legal settings, with some consideration of specialized material from the fields of business and social services. Prerequisite: SPA 300 or (SPA 303 and SPA 304); SPA 330. Offered Fall - Even Numbered Years.
SPA 491 Cr.3
Films and Literature
Viewing and criticism of sub-titled films and reading their literary sources in translation. Prerequisite: one course in literature from either the Modern Language or English Departments. Offered Occasionally.

SPA 495 Cr.2
Senior Seminar in Hispanic Studies
A seminar for students who possess the background and ability to engage in individual research related to social, cultural or literary aspects of the Hispanic world. Readings, oral presentations of ongoing research and a seminar paper are required. Prerequisite: SPA 300 or (SPA 303 and SPA 304); SPA 305; plus one 400 level literature course or concurrent enrollment. Offered Occasionally.

SPA 498/598 Cr.1-3
Independent Study
Fieldwork, research and individual projects in a specific area of Spanish language, civilization or literature. Registration with the consent of instructor and the department chair. Repeatable for credit - maximum six. Prerequisite: two advanced courses and junior standing. Consent of instructor. Offered Occasionally.

SPA 499/599 Cr.1-3
Independent Study
Fieldwork, research, individual projects in a specific area of Spanish language, civilization or literature. Registration with the consent of instructor and the department chairperson. Repeatable for credit - maximum six. Prerequisite: two advanced courses and junior standing. Consent of instructor. Offered Occasionally.

Special Education (SPE) - Courses

Courses

SPE 207 Cr.3
Teaching and Learning about Deafness and Communication I
Students will use American Sign Language to learn about instructing students with a hearing loss in the elementary school setting. The course focuses on providing service within special education parameters. Students will explore deaf culture, intricacies of instructing students who have a hearing loss, including appropriate instructional strategies, accommodations, modifications, and assistive technology. Prerequisite: sophomore standing. Offered Fall, Spring, Summer.

SPE 214 Cr.3
Teaching and Learning about Deafness and Communication II
Students will use American Sign Language to learn about instructing students with a hearing loss in the intermediate and middle school setting. The course focuses on providing service within special education parameters. Students will expand knowledge of deaf culture, intricacies of instructing intermediate and middle school level students who have a hearing loss, including appropriate instructional strategies, accommodations, modifications, and assistive technology. Prerequisite: SPE 207 or SPE 475 (Topic: Teaching and Learning American Sign Language). Offered Fall, Spring, Summer.

SPE 401/501 Cr.3
Introduction to Exceptional Individuals
This course is a general survey of exceptional individuals (disabled and gifted) from birth to 21 years of age. It provides an introduction to special education including history, law, definitions and classification systems, characteristics, etiology, provision of services and educational interventions and procedures related to the various disabilities covered under the law. Prerequisite: ECE 327 or EDS 351 or EDS 402 or SHE 310 or concurrent enrollment; admission to teacher education; junior standing. Offered Fall, Spring, Summer.

SPE 424/524 Cr.3
Classroom Management and Positive Behavior Practices
This course is designed to provide intervention methods and strategies for classroom management as well as positive behavior intervention. The course provides theoretical foundations and practical applications for preventing behavior problems, and for intervening when problems occur. Prerequisite: SPE 401 or ESS 231; admission to Special Education Program or Adapted Physical Education Program; junior standing. Offered Fall, Spring.

SPE 430/530 Cr.1
Seminar in Special Education
This course provides students, currently student teaching, to have directed discussions regarding issues that are occurring in the special education or inclusionary general classroom settings. Students will meet on-campus to analyze and discuss their experiences with their peers. This course is designed for persons seeking initial teaching licensure in general education and cross-categorical special education. Prerequisite: completion of all special education certification courses; completion of all general education licensure requirements for student teaching; to be taken concurrently with SPE 483 or SPE 484. Pass/Fail grading. Offered Fall, Spring.

SPE 431/531 Cr.3
Language Development and Communication Disorders
This course is an introductory course to the stages of normal language development from infancy through later adolescence including the language factors (phonology, morphology, syntax, semantics, pragmatics) in receptive and expressive language. The course also focuses on the specific language characteristics and problems of students with disabilities and the impact on language-based academics. Prerequisite: junior standing. Offered Fall.

SPE 440/540 Cr.3
Collaboration and Transition: From School to Community
This course is designed to prepare teachers to collaborate and problem-solve as members of educational teams composed of professionals, agency representatives, and parents. This course focuses on the development of transition plans for adolescents with specific learning disabilities, emotional/behavioral disabilities, and cognitive disabilities; and the plan’s impact on educational curriculum and instructional practices, career development and placement practices. Responsibilities of the teacher as a collaborative team member will be covered. Prerequisite: junior standing. Offered Spring.

SPE 446/546 Cr.3
Methods in Cross-Categorical Special Education-Middle Childhood/Early Adolescence
This course focuses on curriculum, methods and strategies used in educating students with disabilities (emotional/behavioral disabilities, specific learning disabilities, and cognitive disabilities) at the middle childhood/early adolescence age level in a variety of educational placements. Topics covered within this course include academic instruction appropriate for students at the middle childhood/early adolescence age level. Prerequisite: SPE 401; admission to SPE Program; junior standing. Offered Spring.
SPE 447/547 Cr.3  
Methods in Cross-Categorical Special Education—Early Adolescence

This course focuses on curriculum, methods and strategies used in educating students with disabilities (Emotional/Behavioral Disabilities, Specific Learning Disabilities, and Cognitive Disabilities) at the early adolescence/adolescence age level in a variety of educational placements. Topics covered within this course include academic instruction appropriate for students at the early adolescence/adolescence age level. Prerequisite: SPE 401; admission to SPE Program; junior standing. Offered Spring.

SPE 452/552 Cr.3  
Individual Educational Assessment

This course addresses educational assessment as it relates to the needs of students with specific learning disabilities, emotional/behavioral disabilities, and cognitive disabilities in the context of educational needs. Specific approaches for the evaluation of special education eligibility, teaching and instruction, and monitoring student progress are discussed, including norm-referenced tests, curriculum-based assessment, ecological assessment, and observational technique. Prerequisite: SPE 401; admission to SPE Program; junior standing. Offered Fall.

SPE 461 Cr.2  
Clinical in Special Education

This course is a field experience for students seeking special education licensure. Students are placed in a public school special education or inclusionary general education classroom setting in which they will experience daily activities with children identified with disabilities including specific learning, emotional/behavior, and cognitive disabilities and become familiar with special education teacher responsibilities. This experience consists of a partial-day classroom experience in school setting under the direct supervision of a teacher certified to teach students with mild disabilities at the middle childhood/early adolescence or early adolescence/adolescence age level. This experience provides a setting in which students are to develop observation and small group teaching experiences. This course is designed for persons seeking initial teaching licensure in general classroom instruction and cross-categorical special education. Prerequisite: SPE 401; one or more from EDS 402, EDS 445, EDS 351; ENG 405; MTH 421; BIO/CHM/PHY 469; HST/SOC/POL/PSY/ECON 408; junior standing; admission to SPE Program; concurrent enrollment in any field course above is not permitted. Consent of department. Offered Fall, Spring.

SPE 475/575 Cr.1-3  
Special Topics Seminar in Special Education

This course is designed to allow students to explore current topics, trends, and issues in the field of special education. Topic(s) to be studied are selected by the instructor based on interest and need. Repeatable for credit — maximum six. (Maximum three credits applicable to master’s degree). Prerequisite: junior standing. Offered Occasionally.

SPE 483/583 Cr.11  
Student Teaching Cross-Categorical Special Education: Middle Childhood-Early Adolescence

This student teaching experience is a full-day (18-week) experience in a public school special education or inclusionary general education classroom setting. Students are placed in a state approved special education program serving students identified with disabilities (specific learning disabilities, emotional/behavioral disabilities, and/or cognitive disabilities) at the middle childhood/early adolescence age level. This experience provides a setting in which students are to demonstrate teaching and assessment abilities related to students with special needs. Students work under the immediate supervision of a certified teacher and a university supervisor. This course is designed for persons seeking initial licensure in middle childhood/early adolescence and cross-categorical special education at the middle childhood/early adolescence level. Prerequisite: concurrent enrollment in SPE 430. Completion of special ed. certification courses; all requirements in education, including special methods courses; appropriate education faculty recommendation; 2.75 cum GPA and 2.75 GPA in major/minor/concentrations/prof. coursework; passing scores in Praxis II content areas; passing scores in WI Foundations of Reading Test. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

SPE 484/584 Cr.11  
Student Teaching Cross-Categorical Special Education: Early Adolescence-Adolescence

This student teaching experience is a full-day (18-week) experience in a public school special education or inclusionary general education classroom setting. Students are placed in a state approved special education program serving students identified with disabilities (specific learning disabilities, emotional/behavioral disabilities, and/or cognitive disabilities) at the early adolescence/adolescence age level. This student teaching experience is a full-day (18-week) experience in a public school special education or inclusionary general education classroom setting. Students are placed in a state approved special education program serving students identified with disabilities (specific learning disabilities, emotional/behavioral disabilities, and/or cognitive disabilities) at the early adolescence/adolescence age level. This experience provides a setting in which students are to demonstrate teaching and assessment abilities related to students with special needs. Students work under the immediate supervision of a certified teacher and a university supervisor. This course is designed for persons seeking initial licensure in early adolescence/adolescence and cross-categorical special education at early adolescence/adolescence age level. Prerequisite: concurrent enrollment in SPE 430. Completion of special ed. courses and all education requirements, including special methods courses; appropriate education faculty recommendation; 2.75 cum GPA and 2.75 GPA in major, minor, concentrations & professional coursework; passing scores in Praxis II content areas; passing scores in WI Foundations of Reading Test. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

SPE 499 Cr.1-3  
Individual Study

Reading and research in an area of student interest under the direction of an education instructor. Open to elementary and secondary education students with excellent records. Repeatable for credit - maximum three. Prerequisite: consent of advisor. Consent of instructor. Consent of department. Offered Occasionally.

Teaching English to Speakers of Other Languages (TSL) - Courses
Courses

TSL 350 Cr. 1-6

ESL Program Development
This course is designed for teachers or prospective teachers working toward teacher certification or re-certification in ESL. Program topics, which focus on special needs of ESL learners and teachers, include methods, curriculum development, culture, language acquisition, applied linguistics, sociolinguistics, and sociopolitical concerns. Repeatable for credit – maximum 12. Offered Spring.

TSL 400/500 Cr.4

Teaching English to Speakers of Other Languages (TESOL) Policies and Program Models
An introduction to the teaching of English to speakers of other languages (ESOL) in the United States, topics include the history of bilingual and ESOL educational policies and practices in the U.S., historical and current program models for teaching English language learners (ELLs), and content-based instruction. Students learn how to plan for ELL instruction in general education and ESOL classes. In addition, students develop skills to advocate for ELLs in educational settings. Prerequisite: MLG 340 or admission to teacher education program. Offered Fall.

TSL 425 Cr.3

Global Issues in TESOL
The study of global English, cross-cultural second language proficiency standards, and sociopolitical issues related to educational practices. Students explore relationships between teaching English to speakers of other languages (TESOL) and current events in three or more world regions. Prerequisite: admission to teacher education or completion of the INS 250, INS 251, INS 252 study abroad series or one course from the following: ANT 196; CST 332; MLG 340; ENG 331, ENG 332, ENG 334; PHL 311; PSY 282, PSY 436; TSL 400. Offered Occasionally.

TSL 450/550 Cr.1-3

TESOL National/International Internship Program
Through the TESOL Internship, TESOL minors gain practical experience tutoring or teaching non-native speakers of English in a variety of settings, including adult literacy programs, after-school enrichment programs, university-level ESL programs, and EFL programs abroad. Repeatable for credit - maximum three. Prerequisite: junior standing; consent of TESOL coordinator. Consent of department. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

TSL 463/563 Cr.3

Teaching English to Speakers of Other Languages (TESOL) Methods
This course increases students’ understanding of techniques and methods to teach English to speakers of other languages (ESOL). Students identify the historical development of approaches and methodologies for teaching ESOL, understand foundational principles of teaching ESOL, and explore individual English language learner (ELL) differences and how to account for these in instruction. Students also further develop the skills to plan instruction, including lesson and unit plans, and master teaching techniques for each of the four skills and grammar. Additionally, students explore materials and technology available for teaching ESOL. Prerequisite: TSL 400; junior standing. Offered Spring.

TSL 498 Cr.1-3

Independent Study
Field work, research, individual projects in a specific area related to teaching English to speakers of other languages. Repeatable for credit - maximum six. Prerequisite: junior standing. Consent of instructor. Consent of department. Offered Occasionally.

Theatre Arts (THA) - Courses

+ next to a course number indicates a general education course

Courses

+THA 110 Cr.2

Theatre Appreciation
A study of theatre as an art form. Emphasis on the role of the audience as collaborators in the performance and their understanding and appreciation of the elements of a theatrical production. Offered Fall, Spring, Summer.

+THA 120 Cr.3

Acting for Non-Majors
This course emphasizes the development of the actor’s instrument by introducing the student to the basic imaginative, physical, and vocal skills necessary for acting. It also enhances the student's understanding of the cooperative nature of acting. It prepares them to create, discuss, rehearse, and perform. The student will apply these techniques in an interactive studio setting. Offered Fall, Spring.

+THA 130 Cr.3

Multicultural U.S. Plays: Acting the Text
In this performance-based course students will study and perform dramatic literature from multiple cultures within the U.S. society. Plays will be selected from African-American, Asian-American, Native American, Hispanic-American, Lesbian/Gay/Transgendered/Bisexual and other cultures for study. Students will research cultural context, analyze the plays, develop basic skills in performance, and prepare and perform scenes from the plays under study, in order to enhance student awareness and exchange ideas about the multicultural nature of the U.S. No acting experience required. Offered Spring.

+THA 201 Cr.3

Dramatic Literature and Theatre Arts

From text to theatre, how does dramatic literature translate into live performance? To read plays is but one aspect of the art of drama. To create a theatrical performance from a playscript is to appreciate the full artistic potential of dramatic literature. International and multicultural theatre ranging from the classical to the contemporary will be the basis for explorations into the significance and beauty of the dramatic arts. An interdisciplinary approach in both content and method will be used as the dramatic literature is considered in the context of history and culture, literature and art. Offered Fall.

THA 210 Cr.3

Foundations of Theatrical Production
This course introduces the student to the fundamentals of theatre by exploring the theories and practices of production elements, script analysis and the specific goals, procedures and policies of the theatre arts department. Offered Fall.

THA 220 Cr.3

Acting I: Fundamentals
Theory and practice of the fundamentals of stage acting, including improvisational techniques, audition techniques, acting terminology and development of dramatic action. Offered Spring.

THA 221 Cr.3

Movement for the Stage
Theory and practice in training the actor's body to serve as a skillful and expressive means of communication. Emphasis on the student's awareness of movement as a foundation for character development. Offered Fall - Even Numbered Years.
THA 222 Cr.3
Voice and Diction for the Stage
Theory and practice of the fundamentals of vocal production: breathing control, articulation, projection, quality, and expressiveness for the actor. Offered Fall - Odd Numbered Years.

THA 231 Cr.3
Stagecraft
Theory and practice of scenic construction. A study of the stage and its equipment; the planning, building and painting of scenery and the practical aspects of stage lighting. Prerequisite: THA 210. Offered Spring - Odd Numbered Years.

THA 232 Cr.3
Costume Crafts
Theory and practice of basic costume construction. Emphasis on the construction of stage costumes and accessories, including, but not limited to, basic pattern adaptation, millinery techniques, costume jewelry techniques and mask construction. Prerequisite: THA 210 for theatre majors and minors. Offered Spring - Even Numbered Years.

THA 240 Cr.3
Rendering for Theatre
This course will focus on the study of the elements and principles of rendering and their application to theatrical design. Students will focus on application of various rendering techniques used by scenic, costume, lighting and makeup designers in the creative process of interpreting a play script and translating it into visual form. Prerequisite: THA 210. Offered Fall - Odd Numbered Years.

THA 241 Cr.3
Stage Makeup
The theory and practice of the fundamentals of painted theatrical makeup, including various theatrical makeup materials and their applications. The course will rely heavily on the imagination and creative skills of the student and will include research in physical analysis, character analysis, and color theory. Each student will serve as the makeup designer for all projects in this course. Offered Fall - Even Numbered Years.

THA 250 Cr.3
Theatre Studies I: Origins to the Middle Ages
Survey of Western theatre history, dramatic literature and theory in cultural context from origins through the middle ages. Particular attention is paid to the relationship of theatre to religion and to ancient theatre as the foundation for later Western theatre. Recommended to be taken before THA 251, THA 350, and THA 351. Offered Fall - Odd Numbered Years.

THA 251 Cr.3
Theatre Studies II: Renaissance Thru Mid 19th Century
Survey of Western theatre history, dramatic literature and theory in cultural context from the Renaissance through late 19th century. Attention is focused on the relationship of theatre to the emergence of the early modern period, the rise of nationalism, the Enlightenment, and the growing middle class. Recommended to be taken after THA 250, and before THA 350 and THA 351. Offered Spring - Even Numbered Years.

THA 260 Cr.1
Participation in Theatre Arts Activities
A course for any university student who wishes to gain academic credit for participation in theatre arts. Students receive individual counsel, criticism and evaluation. Repeatable for credit - no maximum. Consent of instructor. Offered Fall, Spring, Summer.

THA 270 Cr.1-2
Music Theatre Vocal Study
Intensive study of the artistry of singing solo vocal musical theatre repertoire. Study will promote growth in and understanding of: musical theatre vocal technique, breath, body alignment, healthful use of the speaking voice, projection, diction and elocution for the stage. Technical work will be applied through study and performance of musical theatre repertoire. Attendance at a weekly studio class and final performance required. This course is intended for theatre majors pursuing an emphasis in music theatre, after completion of their applied voice requirement in their music minor. Repeatable for credit. Prerequisite: completion of applied voice requirement in music minor; theatre arts major-music theatre emphasis. Offered Fall, Spring.

THA 271 Cr.1-2
Singing for the Stage
Intensive study of the artistry of singing solo vocal musical theatre repertoire. Study will promote growth in and understanding of: musical theatre vocal technique, breath, body alignment, healthful use of the speaking voice, projection, diction and elocution for the stage. Technical work will be applied through study and performance of musical theatre repertoire. Attendance at a weekly studio class and final performance required. This course is available to theatre performance majors NOT pursuing an emphasis in music theatre. Repeatable for credit. Consent of instructor. Offered Fall, Spring.

THA 290 Cr.3
Stage Management for the Arts
This course will provide an introduction to Stage Management for the arts as well as a working understanding of the job of a stage manager. Emphasis on practical theory as well as the history of stage management will be combined with critical theories of running a production. The course will culminate in preparing students to stage-manage for a realized production. Offered Fall - Odd Numbered Years.

MUS/THA 304 Cr.3
History of Music Theatre
A survey of music theatre history and literature from origins to the present and its effect on popular culture, this course provides an understanding of the development of music theatre into the present day. Particular attention is given to the writers and composers who greatly influenced and/or continue to influence the development of this art form. Prerequisite: ENG 110 or ENG 112. (Cross-listed with MUS/THA; may only earn credit in one department.) Offered Spring - Odd Numbered Years.

MUS/THA 310 Cr.3
The Singer/Actor
This course examines the process of acting through song and verse. Its purpose is to explore a variety of theoretical and practical approaches integrating acting, vocal and stylistic techniques which support and strengthen each other. Prerequisite: THA 220 or THA 222; MUS 235, MUS 236, MUS 237, MUS 238. (Cross-listed with MUS/THA; may only earn credit in one department.) Offered Fall - Odd Numbered Years.

THA 320 Cr.3
Acting II: Characterization
Theory and practice of realistic acting techniques and textual analysis in the development of characterization. Monologues and scenes from realistic drama to be performed. Prerequisite: THA 220. Offered Fall.

THA 321 Cr.3
Acting III: Styles
Theory and practice of advanced techniques of acting with emphasis on styles of acting from Greek to the present. Monologues and scenes from various theatrical periods to be performed. Prerequisite: THA 220, THA 320. Offered Spring.
MUS/THA 324 Cr.3

**Cabaret Performance Workshop**
Students work together in a workshop format to rehearse and eventually perform a cabaret set consisting of ensemble numbers, duets and solos on a common theme. Each number will be carefully rehearsed and staged. This is a studio course requiring active and regular participation. Repeatable for credit - maximum six. Prerequisite: admission to the music theatre emphasis. (Cross-listed with MUS/THA; may only earn credit in one department.) Offered Fall - Even Numbered Years.

THA 330 Cr.3

**Scene Painting**
Theory and practice of scene painting techniques for the theatre. By studying theories utilized by professional scenic artists, students will learn to interpret a designer's rendering or scaled elevation. Practical exercises will introduce students to the techniques necessary to reproduce the aesthetics of designer's renderings or scaled elevations as actual scenic pieces. Offered Fall - Even Numbered Years.

THA 340 Cr.3

**Scenery Design**
A course in the principles and practices of designing stage scenery. Emphasis is on developing the creative abilities of the designer. Prerequisite: THA 210, THA 231, THA 240. Offered Spring - Even Numbered Years.

THA 341 Cr.3

**Lighting Design**
An introductory course in the principles and practices of designing and executing stage lighting. Emphasis is on developing the creative abilities of the designer. Prerequisite: THA 210, THA 231, THA 240. Offered Spring - Odd Numbered Years.

THA 342 Cr.3

**Sound Design and Engineering**
The course provides the student with a working knowledge of sound design and engineering. It emphasizes the creation of sound for theatre, the theory and technique of sound design and the set up and maintenance of sound reinforcement and sound reproduction equipment. Prerequisite: THA 210. Offered Fall - Even Numbered Years.

THA 350 Cr.3

**Theatre Studies III: Realism to the Present**
Survey of Western theatre history, dramatic literature and theory in cultural context from the rise of realism in the late 19th century to the present day. Particular attention is paid to realism and the explosion of styles in reaction to it, along with the study of political, environmental, feminist, multicultural, and postmodern theatre and performance art. Recommended to be taken after THA 250, THA 251, and before THA 351. Offered Fall - Even Numbered Years.

+THA 351 Cr.3

**World Theatre**
Survey of historical and contemporary theatre in cultural context from various cultures/geographic regions around the world. These areas include India and the near east, China, Japan, and the far east, Africa, Latin America, and the middle east. Particular attention is paid to local custom, religious practice and theatrical practice. Prerequisite: THA 110. Offered Spring - Odd Numbered Years.

THA 360 Cr.1-3

**Theatre Arts Practicum**
Specialized, intensive study and participation in theatre. Projects are designed in consultation with a faculty adviser in the department. Repeatable for credit - no maximum. Consent of instructor. Offered Fall, Spring, Summer.

+ECO/THA 376 Cr.3

**Economics of Art and Entertainment**
The overall goal of this course is to enable participants to make or evaluate selected decisions and policy issues pertaining to the arts and to better understand the unique status the arts hold in the American economy. Prerequisite: sophomore standing. (Cross-listed with ECO/THA; may only earn credit in one department.) Offered Spring - Odd Numbered Years.

THA 390 Cr.2

**Advanced Stage Management**
This course will provide advanced study of the specific skills required of a stage manager on a theatrical production through discussion and hands-on projects designed to improve the student's understanding and execution of leadership, organizational and creative components of stage management. Repeatable for credit - maximum four. Prerequisite: THA 290. Offered Fall.

THA 420 Cr.3

**Directing**
Theory and practice of directing for the stage. Emphasis on analysis, preparation and presentation of dramatic scenes. Prerequisite: THA 210, THA 220; six credits from THA 250, THA 251, THA 350, THA 351. Offered Fall - Even Numbered Years.

THA 421 Cr.3

**Performance Studio**
This is an advanced performance studio that provides an opportunity for students to research, explore, and create performance within a specific style or genre. The course will provide directing and/or acting students with both theoretical and practical experiences in the art of theatre performance and will occasionally feature a guest artist. Examples of offerings include: improvisation, traditional (comedy of manners, commedia dell'arte) and non-traditional styles (absurdism, post-modernism, expressionism), auditioning and others. Repeatable for credit - no maximum. Prerequisite: THA 321 and/or THA 420. Offered Occasionally.

THA 422 Cr.3

**Acting IV: Audition Techniques**
This upper level acting course works specifically on the art and technique of auditioning. It will further develop and expand the range and skills of the performance student by exploring the audition process. Students will learn basic stage and camera audition techniques, develop an extensive repertoire of audition monologues and research career opportunities. It prepares the students for a variety of audition styles and situations. Prerequisite: THA 220, THA 320, THA 321. Offered Fall - Odd Numbered Years.

THA 440 Cr.3

**Costume Design/History**
A course in the principles and practices of designing stage costumes. Emphasis on the creative capabilities of the designer with a working knowledge of historical periods used in stage costuming. Prerequisite: THA 210. Offered Spring - Odd Numbered Years.
THA 450 Cr.3-15

**Internship in Theatre Arts**

An academically relevant work experience focusing on career development through professional contexts. Students pursue practical applications of course work in community or professional theatre or related areas. A written project relating the internship experience to the academic preparation will be required. Credit depends on the demands and complexity and the duration of the work the student performs. Evaluation is a joint effort of the cooperating firm or group, the department supervisor, and the Cooperative Education Internship liaison. Note: three to six credit hours may count toward a theatre arts major in the College of Liberal Studies. Prerequisite: 15 credits in THA; junior standing. Consent of department. Offered Fall, Spring, Summer.

THA 470 Cr.1-3

**Symposium in Theatre Arts**

Study in a selected area of theatre arts. Varying topics will be offered at intervals, with a specific title assigned to each. For current content and credit assignment, consult the instructor or department chair. Repeatable for credit - no maximum. Offered Occasionally.

THA 471 Cr.3

**Playwriting**

A study of the fundamentals of playwriting, with emphasis on creating stageworthy plots, characters, dialogue and spectacle, and finding venues for having plays produced. Course will culminate in the writing of a one-act or full-length play. Offered Occasionally.

THA 472/572 Cr.3

**Theatre Management**

The principles and methods involved in the operation of the non-commercial theatre: organization, play selection, building an audience, publicity, advertising, graphic reproduction, ticket sales, box office routines, house management, touring, and business records. Prerequisite: THA 110, with the exception of theatre arts majors and minors; junior standing. Offered Spring - Even Numbered Years.

THA 474 Cr.3

**Advanced Studies in Arts Administration**

This course will provide advanced study in specific competencies required of an arts administrator including legal issues, arts policy, and audience development through discussion and hands-on projects. Prerequisite: THA 376 or THA 472. Offered Spring - Odd Numbered Years.

THA 481 Cr.1-3

**Independent Study**

Directed individual study under an assigned faculty member. Student is responsible for submitting study proposal for approval before registration. Repeatable for credit - no maximum. Prerequisite: junior standing. Consent of instructor. Offered Fall, Spring, Summer.

THA 482 Cr.1-3

**Special Topics Theatre Arts**

Workshops, directed individual readings, or projects involving significant content and/or activities not available through regular offerings within the Department of Theatre Arts. Repeatable for credit - no maximum. Consent of instructor. Offered Occasionally.

THA 490 Cr.3

**Capstone Project in Theatre Arts**

The Capstone project is an independent project that reflects the student's knowledge and abilities in theatre arts. It should integrate knowledge from coursework with practical experience in theatre production, and may focus on research, design, technical theatre, performance, directing, management or other area within theatre arts. The project should involve significant research, preparation, and presentation. The project may involve work in production, or in more traditional research. The student is responsible for developing and submitting a proposal for approval one semester in advance, under advisement of a faculty member in theatre arts. Prerequisite: senior standing. Consent of instructor. Offered Fall, Spring, Summer.

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**Therapeutic Recreation (RTH) - Courses**

**Courses**

RTH 250 Cr.3

**Introduction to Therapeutic Recreation**

This course is designed as an introduction to the history and foundations of therapeutic recreation. Models of health care/human services and therapeutic recreation are presented. Students will gain knowledge of services and settings; professional, legal and community resources; professional and ethical behavior. Prerequisite: REC 150 (may be taken concurrently if student has earned 30 credits or more). Offered Fall, Spring.

RTH 252 Cr.3

**Innovative Activities in Therapeutic Recreation**

This course acquaints students who will work with persons with disabilities and special needs in therapeutic recreation settings with various recreation activities to enhance functional skills and foster meaningful recreation participation. Activity selection, analysis, planning, and modifications will be combined with various leadership styles. Prerequisite: admission to therapeutic recreation program. Offered Fall, Spring.

RTH 314 Cr.2

**Wheelchair Sports and Recreation**

An introduction to wheelchair sports, recreation and leisure activities. Emphasis is given to the history of wheelchair sports and rules with special emphasis on participation in traditional and nontraditional wheelchair sport activities. Students will be introduced to a number of wheelchair sports including basketball, soccer, volleyball, football, rugby, tennis, bowling, softball, etc. Prerequisite: RTH 325 or RTH 326 or RTH 327. Offered Spring.

RTH 319 Cr.3

**Leadership and Supervision in Therapeutic Recreation**

This course is designed to study leadership and supervisory management as applied to the therapeutic recreation profession. The following topics are addressed: analysis of traditional leadership styles and theories; application of staffing, directing, and controlling functions of supervisory management; analysis of common issues related to full-time entry level managers in therapeutic recreation including diversity management and hiring people with disabilities. Prerequisite: admission to therapeutic recreation program. Offered Fall, Spring.
RTH 325 Cr.2
Inclusive Recreation
This course is designed to provide the student with information regarding the general techniques and guidelines for planning and implementing recreational activities for persons with disabilities in non-institutional settings. The course will present general background, characteristics of disabling conditions, legislation, and program adaptations. Prerequisite: REC 200. Offered Fall, Spring.

RTH 326 Cr.3
Therapeutic Recreation Populations I
This course provides knowledge of illnesses and disabilities, including etiology, characteristics, abilities, potentials and limitations. Programming guidelines include adaptations and techniques for inclusion in therapeutic recreation services and the community. The following groups are included: persons with spinal cord injury, traumatic brain injury, aging, stroke, cancer, diabetes, visual impairment, hearing impairment, cardiac dysfunction, HIV/AIDS, COPD, amputation, corrections, cultural competence, and others. RTH 326 may precede or follow RTH 327. Prerequisite: admission to therapeutic recreation program. Offered Fall, Spring.

RTH 327 Cr.3
Therapeutic Recreation Populations II
This course provides knowledge of illness and disabilities, including etiology, characteristics, abilities, potentials and limitations. Programming guidelines include adaptations and techniques for inclusion in therapeutic recreation services and the community. The following groups are included: persons with intellectual disabilities, cerebral palsy, muscular dystrophy, pediatric sports and leisure activities. Prerequisite: REC 200. Offered Fall, Spring, Summer.

RTH 330 Cr.3
Therapeutic Recreation and Mental Health
This course is designed to provide students with information regarding therapeutic recreation services to persons behavioral health issues and their families. Emphasis on characteristics of diagnostic groups, activities to facilitate change in different behavioral domains, therapeutic interventions for adults and children, treatment settings and services, and trends in program delivery. Prerequisite: RTH 250; RTH 326 or RTH 327; RTH or CYC major/minor. Offered Spring.

RTH 332 Cr.3
Therapeutic Recreation for Persons With Physical Disabilities
This course is designed to provide students with information relating to therapeutic recreation services for individuals with physical disabilities. Programming considerations will include treatment concerns, community inclusion, wheelchair sports and leisure activities. Prerequisite: RTH 250; RTH 326 or RTH 327; RTH major/minor. Offered Occasionally.

RTH 333 Cr.3
Therapeutic Recreation and Corrections
This course provides an overview of the use of leisure and recreation for individuals in correctional settings. The following topics are addressed: settings, psychiatric disorders, laws/juvenile codes, intervention strategies, activity adaptations, current trends and the criminal justice system. Functional improvement, leisure education and recreation participation are the focus of therapeutic recreation services. Prerequisite: RTH 250 or RTH 326 or RTH 327; RTH or CYC major/minor. Offered Fall.

RTH 345 Cr.3
Recreational Therapy for Older Adults
This course teaches students to facilitate psychosocial intervention to address needs, strategies, techniques, and approaches for older adults with chronic health conditions through health promotion and leisure activities. Prerequisite: RTH 250. Offered Spring.

RTH 355 Cr.3
Medical Language
An introduction to medical terminology with emphasis on word roots, combining forms, prefixes and suffixes through the various systems. There is also a unit on basic pharmacology. Prerequisite: admission to therapeutic recreation program. Offered Fall, Spring, Summer.

RTH 400/500 Cr.3
Child Life Theory and Practice
This course introduces future certified child life specialists and others to theories and techniques of providing services to reduce anxiety of children and families in hospitals and alternative settings. This course develops understanding and affirmation of the values of supporting individual development, family-centered care, play, therapeutic relationships, developmentally appropriate communication, professional collaboration, defined clinical competencies, and research findings that examine the practice of child life. Prerequisite: PSY 210 or PSY 212 or CYC 301; junior standing. Offered Spring.

RTH 401/501 Cr.2
Child Life Facilitation of Psychosocial Support
This course introduces future certified child life specialists and others to providing psychosocial support and intervention techniques that help children and families cope with stress from hospitalization or life events that disrupt normal development. Techniques for using play, recreation, creative arts modalities, and supportive activities including volunteer provision are explored. Prerequisite: PSY 210 or PSY 212 or CYC 301; junior standing; REC or RTH major/minor. Offered Fall.

RTH 402/502 Cr.3
Helping Children Cope with Grief and Loss
This online course provides in-depth knowledge of pediatric practice in the area of grief and death to students majoring in Therapeutic Recreation. The course will examine personal responses to grief and death; multicultural responses to grief and death; ethical and moral issues related to death and dying; how children deal with death and dying of a sibling or parent; and how children deal with their own impending death. The course will provide the current thoughts and practices necessary for students to prepare for the job market. Prerequisite: PSY 210 or PSY 212 or CYC 301; junior standing. Offered Fall.

RTH 403/503 Cr.3
Helping Children Cope with and Manage Pain
The intent of this online course is to provide in-depth knowledge of pediatric practice in the area of coping and pain management for students majoring in Therapeutic Recreation. The course will examine: current thoughts and practices on the subject of pain and how it affects the body; tools that assess pain; ways to help children cope with their own pain; and techniques that supplement common pain medications. The course will provide the current thoughts and practices necessary for students to prepare for the job market. Prerequisite: PSY 210 or PSY 212 or CYC 301; junior standing. Offered Spring.
RTH 404/504 Cr.3
Coping with Pediatric Disabling Conditions
This online course provides in-depth knowledge of pediatric practice in the area of coping with pediatric disabling conditions for students majoring in therapeutic recreation. The course will examine common disabling conditions and diseases that affect infants, children, and adolescents; how these conditions affect the child and the family, and how chronically ill children are impacted at each stage of their development. The course will provide the current thoughts and practices necessary for students to prepare for the job market. Prerequisite: PSY 210 or PSY 212 or CYC 301; junior standing. Offered Summer.

RTH 456/556 Cr.3
Program Design and Administration of Therapeutic Recreation
This course is designed to present a rationale and foundation for systematic program design, program implementation and program evaluation in various therapeutic recreation settings. Prerequisite: MTH 145; RTH 326 or RTH 327; junior standing; RTH major or inclusive recreation minor. Offered Fall, Spring.

RTH 462/562 Cr.3
Inclusive Recreation Program Administration
This course is designed to provide the student with information relating to recreation in inclusive settings. General Administration concepts, management concepts, advocacy, legislation, and therapeutic recreation as a related service in the schools will receive special emphasis in this course. Prerequisite: RTH 456; junior standing. Offered Fall, Spring.

RTH 470/570 Cr.3
Facilitation Techniques in Therapeutic Recreation
This course presents an overview of concepts and interaction techniques used in the provision of goal-oriented therapeutic recreation services. Included are counseling techniques, leadership and instructional techniques appropriate for use in treatment, leisure education and recreation participation. Prerequisite: MTH 145; RTH 326 or RTH 327; RTH 456 or concurrent enrollment; junior standing; RTH or CYC major/minor. Offered Fall, Spring.

RTH 474/574 Cr.3
Experiential Education: Facilitation Techniques in Ropes Course
This course is designed to present in-depth information, skills and knowledge of the concepts and facilitation techniques used in experiential education. This course is primarily designed using the ropes and challenge course on the UW-La Crosse campus. Students must provide a statement of health and complete an assumption of risk/waiver. Prerequisite: junior standing. Offered Occasionally.

RTH 476/576 Cr.3
Assessment & Treatment Planning-Therapeutic Recreation
Overview of individual client assessments used in therapeutic recreation practice; development of individualized treatment/program plans in a therapeutic recreation context; review resources, standards and issues related to client assessment and program planning in therapy, leisure education and recreation participation programs. Prerequisite: RTH 456, RTH 470; junior standing; RTH major. Offered Fall, Spring.

RTH 480/580 Cr.3
Leisure Education
This course is designed to provide a philosophical understanding and overview of leisure education as well as to emphasize the approaches and strategies that can be utilized in enabling participants to enhance their quality of own lives in leisure. The focus will be leisure education as a major component of therapeutic recreation services. Topics include leisure theory, leisure education conceptual models, leisure education programming techniques, facilitation of leisure education groups for various ages. Gerontology students should have completed one core gerontology course and have permission from the director of therapeutic recreation. Prerequisite: RTH 456, RTH 470; junior standing; RTH or GTL major/minor. Offered Fall, Spring.

RTH 483/583 Cr.3
Leisure Counseling in Therapeutic Recreation
This course is designed to demonstrate how leisure counseling has become an important phase of therapeutic recreation services. Students will practice intermediate level counseling skills. They will be able to conceptualize and implement leisure counseling services from assessment stage, implementation stages (both individual and group), to evaluation and referral stages. Students will learn strategies for dealing with different types of leisure-related problems. Prerequisite: RTH 470, RTH 480; junior standing; RTH or CYC major/minor. Offered Occasionally.

RTH 490 Cr.1-3
Workshop in Therapeutic Recreation
Group study of varying therapeutic recreation topics. University professors as well as visiting lecturers will be invited to address the students and conduct specialized phases of the workshops. Repeatable for credit under different subtitles. Prerequisite: RTH major plan. No student may earn more than six credits in REC 375, RTH 490, REC 491, and RTH 491. Offered Occasionally.

RTH 491/591 Cr.1-3
Workshop in Therapeutic Recreation
Group study of varying therapeutic recreation topics. University professors as well as visiting lecturers will be invited to address the students and conduct specialized phases of the workshops. Repeatable for credit under different subtitles. No student may earn more than six credits in REC 375, RTH 490, REC 491, and RTH 491. Offered Occasionally.

RTH 493/593 Cr.3
Therapeutic Recreation Trends and Issues
This course provides an examination of current issues, trends and professionalization concerns in therapeutic recreation, including professional organizations, ethics, current legislation, professional development, professional standards, credentialing, accreditation standards, improving organizational performance, and current professional controversies. Course should be taken the last semester prior to internship. Prerequisite: MTH 145, RTH 456; junior standing; RTH major. Offered Fall, Spring.

RTH 495 Cr.1-3
Independent Study in Therapeutic Recreation
Individualized study of areas not available in existing courses. Repeatable for credit - maximum six. Prerequisite: RTH major. Consent of department. Offered Fall, Spring, Summer.
RTH 496 Cr.1
Orientation to Internship in Therapeutic Recreation
Orientation and preparation to the required senior internship. Course should be taken one or two semesters prior to enrollment in RTH 498. 50 hours of pre-internship experience must be verified with at least a satisfactory rating prior to enrolling. Prerequisite: accepted into the RTH major; junior standing; verified 50 hours of pre-internship experience. Pass/Fail grading. Offered Fall, Spring.

RTH 497 Cr.1-3
Special Projects in Therapeutic Recreation
Individualized study areas not available in existing courses or Independent Study. Program Project: the planning, implementation and evaluation of a project. These projects will be completed under the supervision and direction of a staff member with permission from the student’s adviser within the department. Examples: wheelchair sports/coaching, wheel-a-thon, special recreation programs, Special Olympics, wheelchair dancing, and other events. Repeatable for credit - maximum six. Prerequisite: RTH 456; junior standing; consent of student’s advisor; RTH major. Consent of instructor. Offered Fall, Spring, Summer.

RTH 498 Cr.12-16
Internship in Therapeutic Recreation
Application of the methods and techniques of therapeutic recreation, leadership, program development and administration through a supervised internship experience in therapeutic recreation, special recreation, leisure education and/or treatment programs. Prerequisite: senior standing; RTH major, all required REC/RTH courses completed; 2.50 cum GPA (3.00 outside of 250 mile radius). American Red Cross Standard First Aid certification or its equivalent must be current throughout the RTH 498 experience. Offered Fall, Spring, Summer.

University-Wide Learning (UWL) - Courses

Courses

Courses

+UWL 100 Cr.1
First Year Student Seminar
Students in this course will individually and collaboratively pursue the question "What does it mean to be an educated person?" Consideration of this question will include exploration of the skills, habits of mind, and environments necessary for a lifetime of learning. Specifically, students will consider the college experience as an opportunity to become a more educated person, and the strategies and practices that will assist students in taking full advantage of a University of Wisconsin-La Crosse education. The course will focus on various elements of college success, including study skills, community building, and meaningful academic experiences. This course meets for 12 weeks and is designed for first year students. Offered Fall.

Women's, Gender, and Sexuality Studies (WGS) - Courses

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Courses

Courses

+WGS 100 Cr.3
Gender, Race and Class in American Institutions
This course provides an introduction to how gender, race and class have interwoven over time to produce women’s social roles and status in American culture. The creation, transmission, interpretation and institutionalization of gender roles will be examined using family and kinship, the educational system, the media, work, government and the health care system. The course provides a critical, interdisciplinary perspective on scholarship which omits or distorts the female experience. Offered Fall, Spring, Summer.

SOC/WGS 105 Cr.3
Introduction to LGBT Studies
This course will examine the cultural, legal, and political dimensions of LGBT life in the U.S. It will begin by exploring the social invention of heterosexuality and how personal and institutional interpretations of sexuality have historically informed the lives of LGBT people. The course also addresses class, racial and gender biases that especially confront queer communities of color in the U.S. Finally, the course looks at continued instances of hate crimes and homophobia against the backdrop of rights-based activism and the role that art and politics play in this interplay. (Cross-listed with SOC/WGS; may only earn credit in one department.) Offered Alternate Years.

+WGS 130 Cr.3
Women's Diversity: Race, Class, and Culture
This course explores the diversity of women’s experience in America as it has been affected by race, ethnicity, class, and other factors, and the effects of gender on women of different groups. Issues that have united and divided women in movements for social change are also addressed. Offered Fall, Spring.

+WGS 150 Cr.3
Introduction to Social Justice
Students in this course will examine the concept of social justice through an intersectional and multidisciplinary lens. Students will begin with a critical investigation of the connections between the individual, the local, and the structural as they relate to justice and inequality in society. Social justice strategies are then evaluated, in case study fashion, through the lenses of gender, race, and class structures. Offered Annually.

HED/WGS 201 Cr.1
Social Justice and Peer Education
This course both educates students on social justice issues they face while in college and prepares them to be able to give presentations to peers in residence halls, classrooms, athletic teams, and student organizations with the goal of effecting social change. Subject matter will respond to campus needs. Repeatable for credit - maximum three. Prerequisite: WGS 100 or WGS 130 or EFN 205 or ERS 100; CST 110 recommended. (Cross-listed with HED/WGS; may only earn a max of three credits.) Pass/Fail grading. Offered Occasionally.

+WGS 212 Cr.3
Search for Economic Justice
Using humanistic and social scientific approaches, students will explore movements for economic empowerment as a critical dimension of justice in the increasingly global world. Through a mixture of face-to-face, online, and experiential methods, students will examine connections between the individual and larger systems and between the local and the global. They will critically analyze economic and political structures and movements as they pertain to gender, race, ethnicity, and class. The course will be informed by the perspectives of English, economics, political science, anthropology, and women’s, gender, and sexuality studies. Students may only earn credit in one of the following: ANT 212, ECO 212, PHL 212, POL 212, WGS 212. Offered Annually.
WGS 225 Cr.3
Women and Leadership
This course investigates women’s leadership and develops students’ leadership skills. Students will examine women’s under-representation in formal public positions of power while also evaluating the strengths women can and do bring to leadership, and the emerging possibilities for women’s leadership capacity in a rapidly changing world. Special attention will be paid to women’s changing roles in the workplace. Students will critically evaluate leadership models, especially as they pertain to gender, race, and class. Offered Alternate Years.

WGS 240 Cr.3
Contemporary Women’s Issues
Contemporary women’s issues will provide the student with an overview of women’s studies scholarship from the late 1960’s to the present. Contemporary theory, social change movements, and women’s lives will be integrated in order to examine the relationship between theory and practice in women’s studies. Offered Occasionally.

WGS 250 Cr.1-3
Topics in Women’s Studies
Intermediate and interdisciplinary analysis of a social issue, idea or institution from the perspective of women and women’s studies. Repeatable for credit. Department approval is necessary to apply more than three credits toward the WGS minor. Offered Occasionally.

WGS 255 Cr.1
Women in the Military
This course will provide students with an understanding of the struggles and successes of women’s lives in the U.S. Military. Beginning with an historic overview of women’s changing roles in the military, it will proceed to analyze the reasons for the limitations to women’s equal participation. Finally, the course will recognize the accomplishments of women in the military. Offered Spring - Even Numbered Years.

ESS/PSY/WGS 259 Cr.1-3
Girls and Women in Sport
This course is an introduction to the involvement of girls and women with sport. It includes a historical perspective on women’s sport participation, cultural images of women athletes, teaching and coaching implications of current research, Title IX, and recreation/leisure approaches to physical activity. Course content may vary according to instructor. (Cross-listed with ESS/PSY/WGS; may only earn credit in one department.) Offered Occasionally.

WGS 300 Cr.1-3
Independent Study
Topics to be selected by the individual instructor or by the student and instructor together. The topics must relate to women’s experiences and/or issues. Repeatable for credit - maximum six. Prerequisite: WGS 100. Consent of department. Offered Fall, Winter, Spring, Summer.

HIS/WGS 301 Cr.3
Women in the Modern United States: 1890-Present
This course introduces students to key issues in modern women’s history in the United States. It explores women’s experiences as workers, activists, consumers, citizens, and family members. It also examines the various ways in which generations of Americans have defined “woman’s place” and “women’s issues,” and raises questions about the possibility for defining common “women’s issues” today. (Cross-listed with HIS/WGS; may only earn credit in one department.) Offered Alternate Years.

HIS/WGS 305 Cr.3
History of Motherhood in the United States
This course considers motherhood in nineteenth and twentieth century United States history from a variety of perspectives. It explores women’s experiences as mothers, across lines of class, race, and relationship status. It also examines the politics of motherhood in US history, and considers both the restrictive and the empowering dimensions of ideologies of motherhood. (Cross-listed with HIS/WGS; may only earn credit in one department.) Offered Alternate Years.

WGS 308 Cr.3
Gender, Justice, and Film
Along with other forms of media, film helps to create, introduce, and reinforce cultural values, norms, and understandings. Using an interdisciplinary approach, this course will provide students tools with which to critically analyze film as a cultural product, with a specific focus on representations of gender and justice. Films to be viewed and analyzed will focus on issues such as interpersonal and gendered violence, parenting, immigration, economic justice, criminal justice policy, leadership, and the social construction of race, class, gender, and sexuality. While films will be the primary text in the course, each will be supplemented with the empirical and theoretical literature on the subject at hand. Prerequisite: one from the following: WGS 100, WGS 130, WGS 212, CST 110, EDS 206, EFN 205, ERS 100, SOC 110, SOC 120. Offered Annually.

SOC/WGS 316 Cr.3
Gender, Sexuality, and Social Change in Religion
This course examines the various gender roles, norms, mobility, restrictions and empowerment that people experience within religious traditions, for example: Christianity, Judaism, Islam, Hinduism and Buddhism. Global case studies and engaging narratives focused on the intersections of gender, sexuality, race, and religion will be considered. Special attention will be paid to feminist laypersons and religious leaders who are reformulating traditional understandings and practices, and in turn, negotiating their agency within secular and spiritual spaces. Prerequisite: WGS 100 or WGS 130 or SOC 110 or SOC 120. (Cross-listed with SOC/WGS; may only earn credit in one department.) Offered Occasionally.

WGS 320 Cr.3
Violence Against Women
This course will examine from an interdisciplinary perspective, the connections between violence against women and the power distributions within our society. Three specific types of violence against women will be examined in-depth: sexual assault, incest and battering. Prerequisite: one of the following: WGS 100, WGS 130, EFN 205. Offered Alternate Years.

WGS 321 Cr.3
Sexual Violence in the United States
This course will explore the history of sexual violence in the United States and the histories of organized responses to that violence. Special attention will be paid to how the intersections of race, class, sexuality, and gender impact the experience of, and public and political response to, sexual violence. Prerequisite: one from the following: WGS 100, WGS 130, PH 200, CHE 240, EDS 206, EFN 205, ERS 100, PSY 100, SOC 110, SOC 120. Offered Spring - Odd Numbered Years.
WGS 322 Cr.3
**Gendered Violence Prevention**
Gendered violence takes many forms such as sexual harassment, sexual assault and rape, and intimate partner violence. In this course, students will review the empirical and theoretical literature on one or more of these forms (topics will vary) as well as the empirical and theoretical literature on prevention strategies. Students will then use that knowledge to design and develop a prevention program aimed at gendered violence. Prerequisite: one from the following: WGS 100, WGS 130, PH 200, CHE 240, EDS 206, EFN 205, ERS 100, PSY 100, SOC 110, SOC 120. Offered Alternate Years.

WGS 325 Cr.3
**Black Feminist Thought**
This course is designed to introduce students to Black Feminist theory. During this semester, we will explore how African-American women have been socially located in American society. We will read various texts (books, articles, etc.) to explore how theory works to explain power, oppression and liberation in the lives of African-American women. To accomplish this goal, we will focus our discussions on themes such as activism, identity, difference, representation, and possibilities of upward mobility as they pertain to the lived experiences of African American women. Offered Annually.

WGS 330 Cr.1-3
**Topics: Women, Gender, and Society**
Interdisciplinary analysis of a social issue, idea, or institution from the perspective of women and women's studies. Repeatable for credit - maximum nine. Department approval is necessary to apply more than three credits toward the WS minor. Prerequisite: one of the following: WGS 100, WGS 130, WGS 212, ERS 100, EDS 206, EFN 205, SOC 110, SOC 120 or approval of instructor. Offered Occasionally.

WGS 331 Cr.3
**Images of Women of Color**
This course is designed to not only introduce students to representations of women of color in the United States but to also locate them socially in American society. We will discuss the origins of negative images of race and femininity and how these images have evolved over time. In addition, this course will examine various types of images (i.e. television, movies, print ads, etc.) and deconstruct how they challenge, reinforce and reproduce entrenched images of women of color. Students will also discuss how these women have challenged negative stereotypes and developed their own ways of constructing more accurate and complex representations. Offered Occasionally.

WGS 333 Cr.3
**The Gendered Body in History and Today**
This class explores historical and contemporary concepts of gender and the body. We will look at how these ideas also connect to other systems of privilege and inequality, and discuss ways that people have thought about social roles, social sanctions, and empowerment through ideas about the body. Topics will include the history of medical ideas about gendered bodies, cultural concepts of disability, race, and transgender identities, socially sanctioned violence against bodies, cultural representation of body ideals, gendered bodies in relation to health, sexual and spiritual ideals. Prerequisite: one of the following: WGS 100, WGS 130, WGS 212, ERS 100, EDS 206, EFN 205, SOC 110, SOC 120 or approval of instructor. Offered Spring.

WGS 337 Cr.3
**Globalization, Women, and Work**
This course examines the global and often exploitative experiences of women, migrating from one part of the world to another for work. As women leave their countries of origin, many find themselves working as nannies, sex workers, house cleaners and modern-day slaves in sweatshops. These work environments often create vulnerability, discrimination, and abuse of women within the private and public institutions of their host countries. The course will also use in-depth personal narratives and a focus on grassroots social movements to witness how women resist workplace policies and domestic laws to campaign for their rights, despite cultural and political constraints. Prerequisite: WGS 100 or WGS 130 or EFN 205 or ERS 100. (Cross-listed with SOC/WGS; may only earn credit in one department.) Offered Alternate Years.

WGS 340 Cr.3
**Gender, Knowledge, and Power**
An analysis of how women's learning experience has been and continues to be limited by conceptions of gender, race, and class. Through an examination of how knowledge is acquired and how society defines knowledge, students will come to a better understanding of how women can "reclaim" their educations. Prerequisite: one of the following: WGS 100, WGS 130, EFN 205. Offered Alternate Years.

WGS 360 Cr.3
**Hip Hop Culture, Race, and Gender**
This course is designed to examine the history of Hip Hop and how it has evolved over time from a culture that gave voice to youth culture in New York City to a global phenomenon that, in many ways, has lost its way due to commercialism. In this course, we will discuss the origins of Hip Hop culture and its four basic elements (break dancing, rap, djing, and graffiti art). We examine how rap has evolved over time and how consumerism and capitalism have influenced Hip Hop culture. During the class, we will discuss various controversies that have arisen around the music, including criticism of its attitudes toward violence, femininity, masculinity, homosexuality, and educational achievement. Students will have the opportunity to analyze and deconstruct music lyrics, music videos and movies. Offered Occasionally.

HIS/WGS 370 Cr.3
**The History of Black Women's Activism**
An historical overview of the thoughts, actions, and creative products of black women activists in the United States, from slavery to the present. Students will examine historical analyses, speeches, essays, economic activities, organizational styles, political issues, and various forms of artistic expression that women of African descent have produced in order to query, resist, and defy the interlocking oppressions of racism, sexism, and class-ism in the United States. Prerequisite: WGS 100 or WGS 130 or EFN 205 or ERS 100. (Cross-listed with HIS/WGS; may only earn credit in one department.) Offered Alternate Years.

WGS 373 Cr.3
**Gender and Human Rights**
This course will provide an overview of transnational women's human rights movements in a variety of locations around the world; locations will vary with the instructor. Included in this overview will be the study of women's political participation as a human rights issue; women's bodily integrity as a human right; violence against women and reproductive sexual health and rights; human rights as a framework for social and economic and gender justice; and human rights as (quasi) legal accountability; UN agreements, treaties and venues of redress. Prerequisite: WGS 100 or WGS 130 or EFN 205 or ERS 100. Offered Fall - Odd Numbered Years.
WGS 374 Cr.3
Women, Poverty and Public Policy
The course analyzes the historical underpinnings to the creation and evolution of welfare with special attention paid to the ways gender, race, and class oppression have shaped welfare in the past and today. Wage differentials, occupational segregation, unpaid work, and gender violence are discussed in relation to the construction of poverty. How poverty affects the lives of poor women and their children also is be explored. Current welfare policy will be analyzed and suggestions for reform based on current research is developed by the class. Prerequisite: One of the following: WGS 100, WGS 130, POL 205, PSY 318, EFN 205. Offered Alternate Years.

SOC/WGS 375 Cr.3
Lesbian Studies
Examines the social construction of sexual orientation and its meaning for women and women’s equality. The course draws on a range of sources, including scientific research, history, literature, psychological theory, and popular culture. Prerequisite: WGS 100 or WGS 130 or EFN 205. (Cross-listed with SOC/WGS; may only earn credit in one department.) Offered Occasionally.

WGS 386 Cr.3
Women of Color and Autobiography
This course is designed to introduce students to non-fiction writing, focusing specifically on the autobiographical work of women of color. We will read a variety of different forms of autobiographical text. During this course, we will examine how intersections of race, gender, space, and identity are explored in these women’s narratives. Through the readings, we will investigate the ethical and political obligations of minority writers. Also, we will investigate the interplay of identity formation and writing. Additionally, we will place these women’s narratives into historical and social contexts to understand how these factors influence these women’s texts. While reading these texts, we will write our own narratives as a method to investigate the lives of women. Offered Occasionally.

WGS 390 Cr.3
Social Justice Research Methods
This course answers the question that most caring people want answered: How can we fix this problem? Students will engage in the process of strategizing, whatever the issue (gender bias, racism, homophobia, environmental degradation, disability bias), and whatever the setting (a workplace, neighborhood, campus, or beyond). Course activities organize around the processes behind social change: strategic analysis, organizing, action planning, and evaluation, developing students’ ability to create the knowledge necessary for complex problem-solving. Students learn and use the quantitative, qualitative, and critical research methods necessary to inform decisions at each step along a generalized pathway to change. Students going on to graduate school and students entering the workforce in a variety of fields like social work, community organizing, communication, and management will benefit from this course. Prerequisite: WGS 100 or WGS 130 or EFN 205 or ERS 100; plus nine additional credits in courses approved for WGS. Offered Fall.

WGS 450 Cr.1-6
Internship in Women’s Studies
The internship is an academically relevant field experience for minors in women’s studies which combine women’s studies scholarship with practical experience. The field experience will be supervised by the women’s studies staff. A maximum of three credits will be counted toward the minor. Repeatable for credit - maximum six. Prerequisite: junior standing; six credits of WGS courses; minimum 2.50 cumulative GPA. Offered Fall, Winter, Spring, Summer.

WGS 499 Cr.3
Women’s Studies Seminar
Intensive interdisciplinary study of particular areas in women’s studies. Topics will be chosen by the instructor and the students. Prerequisite: one of the following: WGS 100; WGS 130; at least two other courses approved for the women’s studies major or minor; declared women’s studies major or minor. Offered Fall.
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